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THE GLENCOE READER

Course 1

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Glencoe

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Acknowledgments continued on p. 340.

Exclusive Partnerships

To increase students' reading comprehension, media literacy, and test-taking proficiency, *The Glencoe Reader* includes materials developed in association with our exclusive partners.



A number of selections in this book have been drawn from the pages of *inTIME*, a magazine designed for students by Time Education Program in partnership with Glencoe/McGraw-Hill. The magazine features recent TIME news stories, articles, essays, and reviews.



With the help of *USA TODAY* editors, certain selections in this book were chosen from recent issues of *USA TODAY*, a nationally distributed daily newspaper noted for its brisk reporting style and engaging graphics.



The Part 3: Standardized Tests section of this book was developed in association with The Princeton Review, the nation's leader in test preparation. Through its association with Glencoe/McGraw-Hill, The Princeton Review offers the best way for students to excel on standardized tests.

The Princeton Review is not affiliated with Princeton University or Educational Testing Service.



Three-dimensional interactive graphic organizers, called **Foldables**, have been integrated throughout this book. Created exclusively for Glencoe/McGraw-Hill by teaching specialist Dinah Zike, **Foldables** enhance reading comprehension by helping students develop ways of organizing information that are fun and creative.

Cover art: *Full Moon Gossip* (detail), 1997, Gustavo Novoa. Courtesy the artist.



Glencoe

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To Students and Parents

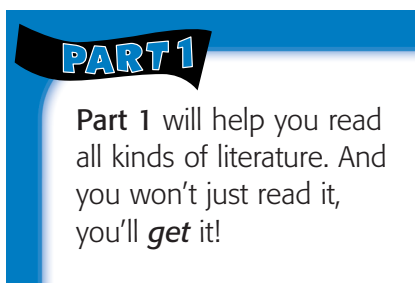
The Glencoe Reader is a special kind of book—one you can actually interact with and make your own. Go ahead. Circle, underline, or highlight parts of a selection that grab your attention or that are hard to understand. Jot down words you want to remember. Fill the margins with your own thoughts and questions. You can mark up this reader in a way that works for you—a way that helps you understand and remember what you read.

The Glencoe Reader will help you work through interesting and challenging reading selections such as

- short stories, poems, dramas, and essays from *Glencoe Literature: The Reader's Choice*
- magazine articles from *inTIME*
- newspaper stories from *USA TODAY*
- textbooks and Internet resources
- everyday reading materials like technical manuals, ads, forms, applications, schedules, and maps
- typical standardized tests

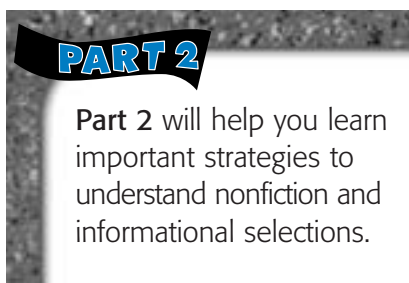
The Glencoe Reader is interactive and fun. You'll like reading the interesting and varied selections. You'll also discover that the skills and strategies you learn to use in this book will become a natural part of how you read. You'll become a better reader.

The Glencoe Reader is divided into three parts:



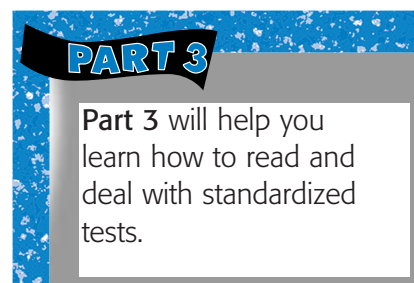
PART 1

Part 1 will help you read all kinds of literature. And you won't just read it, you'll *get* it!



PART 2

Part 2 will help you learn important strategies to understand nonfiction and informational selections.



PART 3

Part 3 will help you learn how to read and deal with standardized tests.

In each selection of *The Glencoe Reader*, you'll find a variety of engaging activities to complete on your own or with a partner, a small group, or your entire class. *The Glencoe Reader* will help you become an active, flexible, more powerful reader. So go ahead. Pick up a pencil and go for it!

Note to Parents and Guardians: Ask your students to show you their work as they proceed through this workbook. You might enjoy reading along!

How To Use This Book

The notes and features in *The Glencoe Reader* guide you through the process of reading and making meaning from each selection. As you use these notes and features, you'll be practicing and mastering the skills and strategies that good readers use whenever they read.

Get Set

Connect, Did You Know, Reason to Read Before you read, think about your own experience and share your knowledge and opinions. Next, build on what you know about the selection topic. Then set your reason for reading so you can plan how you'll read.

Hot Words Choose words that you think are important, difficult, or interesting. Use your **Hot Words Journal** to build your knowledge of these words.

Foldables These three-dimensional graphic organizers will help you focus on your purpose for reading and keep ideas straight.

Key Goals These are the reading and thinking skills you'll focus on in each lesson. Check out the chart on pages xiv–xvi of this book to see what each skill involves.

GET READY TO READ!

Connect

Think-Pair-Share Do you like when things stay the same, or do you enjoy changes in your life? For example, do you like to have the same thing for breakfast every day, or is variety the spice in your life? With a partner, discuss your reactions to change. Then share your thoughts in a class discussion.

In this short story, you will read about a boy named Panchito whose life brings about constant changes for him.

Did You Know?

Building Background This story takes place in California during the 1950s. It follows a family of migrant workers.

- Migrant workers pick vegetables and fruits by hand. They move from one farm or region to another as crops become ready for harvesting, or picking. Migrant families often live in houses provided by the farm owners.
- Many families of migrant workers follow a circuit, or a set route. They go to the same farms and pick the same crops every year.
- This story's author, Francisco Jiménez, was once a migrant worker in California.

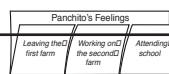
Reason to Read

Setting a Purpose for Reading Read to learn how Panchito feels about the changes in his life.

FOLDABLESTM Graphic Organizer

As you read, use the following **Foldable** to track Panchito's feelings each time his life changes.

1. With the short side at the top, fold a piece of paper from the bottom up, stopping about an inch from the top.
2. Write the label **Panchito's Feelings** at the top of the page.
3. Fold the paper into thirds from left to right. Through the top layer of paper, cut along the two folds lines to form three tabs.
4. Label the tabs **Leaving the first farm**, **Working on the second farm**, and **Attending school**.
5. As you read, use your **Foldable** to jot down Panchito's feelings as he leaves the first farm, works on the second farm, and goes to school.



Word Power Preview the selection vocabulary words. They're underlined and defined again in the selection.

SHORT STORY

word power

Vocabulary Preview

Read the definitions of these vocabulary words from "The Circuit." Use the guides in parentheses () to help say each word out loud. Then, as you read, look at the definition at the bottom of the page. If the meaning still isn't clear, use the words and ideas around the vocabulary word (the context clues) to help you figure out the meaning. Still stuck? Ask for help.

sharecropper (shā'r'krop'ər) *n.* a farmer who lives and farms on land owned by someone else; p. 5

acquire (ə'kwīr') *v.* to get or have something as one's own; p. 7

drone (drōn) *n.* a steady, low humming sound; p. 9

instinctively (in stingk'tiv lē) *adv.* in a way that comes naturally; p. 9

savor (sā'vər) *v.* to take great delight in; p. 10

hesitantly (hez'at ənt lē) *adv.* in a way that shows one is unsure or afraid; p. 11

Hot Words Journal

As you read the story, circle hard words and words that you want to know more about. After reading, you may add those words to your **Hot Words Journal** at the back of this book.

What You'll Learn

Key Goals As you read, look for notes about these important skills.

- ➡ **Reading Focus:** Visualize
- ➡ **Think It Over:** Infer
- ➡ **Literary Element:** Autobiographical Fiction
- ➡ **Reading Coach:** Following the Setting

Read, Respond, Interact

Reading Focus Here you'll learn the best active reading strategies. Models give you an extra boost by showing you how good readers think.

Look for the signal button **A**. It guides you to a side margin activity and back into the reading.

Build Fluency Use these reading aloud opportunities to become a more fluent reader. With practice, your reading will sound smooth and easy.

READ ALOUD
Build Fluency Find a quiet place so you can practice reading aloud this boxed section. Reread the passage a few times. Practice several times, until your reading sounds smooth and natural. **D**

FOLDABLES™
Don't forget about your **Foldable!** As you read, remember where Panchito feels about

Literary Element These notes will help you understand important features of literature, such as plot, setting, characterization, and imagery.

Literary Element

Autobiographical Fiction Made-up stories that are based on the author's real-life experiences are called **autobiographical fiction**. The author uses some things that really happened to make up a good story. Remember that Francisco Jiménez once worked as a migrant worker.

Underline one detail on this page that seems like it might come from Jiménez's childhood memories. **E**

Reading Coach Let the reading coach help you overcome the trickiest reading task in each selection.

Word Power Here you'll find some handy tips to help you figure out the vocabulary words as you read them in the selection.

The Circuit

Francisco Jiménez

It was that time of year again. Ito,¹ the strawberry sharecropper, did not smile. It was natural. The peak of the strawberry season was over and the last few days the workers, most of them *braceros*,² were not picking as many boxes as they had during the months of June and July. **A**

As the last days of August disappeared, so did the number of *braceros*. Sunday, only one—the best picker—came to work. I liked him. Sometimes we talked during our half-hour lunch break. That is how I found out he was from Jalisco,³ the same state in Mexico my family was from. That Sunday was the last time I saw him.

When the sun had tired and sunk behind the mountains, Ito signaled us that it was time to go home. "Ya esora,"⁴ he yelled in his broken Spanish. Those were the words I waited for twelve hours a day, every day, seven days a week, week after week. And the thought of not hearing them again saddened me.

As we drove home Papa did not say a word. With both hands on the wheel, he stared at the dirt road. My older brother, Roberto, was also silent. He leaned his head back and closed his eyes. Once in a while he cleared from his throat the dust that blew in from outside. **B**

1. Ito (ē'tō)
2. *braceros* (brā sā'rōs) are Mexican farm laborers.
3. Jalisco (hā lēs'kō)
4. [Ya esora] Ito is trying to say "Ya es hora" (yā es ō'ra), which means "It is time."

Vocabulary
sharecropper (shā'r krop'ar) *n.* a farmer who lives and farms on land owned by someone else

Vocabulary Notes Look at the bottom of selection pages for vocabulary words and definitions and for important footnotes.

Reading Focus

Clarify Look at the small number 1 after the name Ito in line 1. That number leads you to a numbered footnote at the bottom of the page. **A**

Mark the text Circle footnote 1 at the bottom of the page.

Some footnotes, like this one, tell you how to pronounce a word. Others define or explain a term. As you read, use footnotes to help you pronounce and clarify the meanings of words or terms you don't know.

Reading Coach

Following the Setting

The **setting** is the time and place of a story. The setting in "The Circuit" changes often. It's important to follow Panchito, the storyteller, as he moves around. Read the last paragraph on this page. Where is Panchito going? Where is he coming from? Write your answer on the lines below. **B**

word power

Looking at Word Parts

If the printed definition of a vocabulary word doesn't help you, try this: Look for shorter words that you know in the vocabulary word. You probably know the word *share*. Does that word help you understand *sharecropper*?

The Glencoe Reader

Read, Respond, Interact

Reading Check Here's where you'll think about whether you understand what you've read. Use your understanding to complete a short activity. If you've missed or are unclear about an important point, you'll find tips for reviewing the text.

Think It Over Make your reading more meaningful by thinking about ideas that go beyond the words in the text.

Mark the Text When you see this symbol, you'll make notes in the margin, underline or highlight a bit of text, or circle interesting or difficult words.

The Circuit

Reading Check

Step 1 Ask yourself, Do I understand what I've read so far? Did you mark any of the pages with question marks? If you did, use one or more of the ideas below to help clear up your questions.

- Read aloud.
- Read more slowly.
- Ask a classmate or a teacher, parent, or other adult for help.

Step 2 When you've understood what you've read, write a one- or two-sentence summary of the story on the lines below. Your **summary** should tell only the main ideas in the story. If you have any trouble, just go back and reread parts of the story.

Your Notes

Your Notes These notepads give you a chance to jot down whatever you want. Make a comment, ask a question, or state an opinion. It's up to you.

The Circuit

Think It Over

Infer Writers don't always say exactly what they want you to know. Sometimes they give clues, and you have to **infer**, or guess, what those clues mean. Reread this paragraph.

Mark the Text Underline any words or phrases that help you guess how Panchito feels. On the lines below, write how he feels.

Hot Words

Choose your own words As you keep reading this story, circle any words you really want to remember or ones you don't understand. You'll come back to these words later.

Keep This in Mind

Use these marks to show your thoughts as you read.

- ? I have a question about something here.
- ! This caught my eye.
- ★ Here is something I should remember.

Yes, it was that time of year. When I opened the front door to the shack, I stopped. Everything we owned was neatly packed in cardboard boxes. Suddenly I felt even more the weight of hours, days, weeks, and months of work. I sat down on a box. The thought of having to move to Fresno⁵ and knowing what was in store for me there brought tears to my eyes. **Q** That night I could not sleep. I lay in bed thinking about how much I hated this move.

A little before five o'clock in the morning, Papa woke everyone up. A few minutes later, the yelling and screaming of my little brothers and sisters, for whom the move was a great adventure, broke the silence of dawn. Shortly, the barking of the dogs accompanied them.

While we packed the breakfast dishes, Papa went outside to start the "Carcanchita."⁶ That was the name Papa gave his old '38 black Plymouth. He bought it in a used-car lot in Santa Rosa in the winter of 1949. Papa was very proud of his little jalopy. He had a right to be proud of it. He spent a lot of time looking at other cars before buying this one. When he finally chose the "Carcanchita," he checked it thoroughly before driving it out of the car lot. He examined every inch of the car. He listened to the motor, tilting his head from side to side like a parrot, trying to detect any noises that spelled car trouble. After being satisfied with the looks and sounds of the car, Papa then insisted on knowing who the original owner was. He never did find out from the car salesman, but he bought the car anyway. Papa figured the original owner must have been an important man because behind the rear seat of the car he found a blue necktie.

Papa parked the car out in front and left the motor running. "Listo,"⁷ he yelled. Without saying a word, Roberto and I began to carry the boxes out to the car. Roberto carried the two big boxes and I carried the two smaller ones. Papa

5. Fresno is a city in one of California's main farming regions.

6. Carcanchita (kär'kan chē'ta)

7. Listo (lēs'tō) means "Ready."

Show What You Know

Reading WrapUp Here you'll revisit the lesson's key goals in a variety of activities.

READING WRAPUP

Literary Element

Autobiographical Fiction

Autobiographical fiction is a story based on the life of a real person, but with characters and events that are made up. Think about the story you just read. On the chart below, list at least three details in the story that are based on Francisco Jiménez's life.

Literary Element A graphic organizer will help you check your understanding of the lesson's key literary element.

Jiménez could

READING WRAPUP

The Circuit

Going Solo

Visualize

Just Picture It! Think about the scenes in the story you just read. Choose one scene that left a strong picture in your mind. Describe the scene in your own words. Write your description on the lines below.

Going Solo Express yourself as you complete this activity on your own.

Buddy Up

Following the Setting

1. Chart It! Working with a partner, put together a timeline that records three places that Panchito spends his days. On the lines below, write out the items for your timeline in the right order.

TeamWork

Infer

1. Knowing It pal off do turn infer answer

TeamWork These small group activities are where it really starts to get fun. As you share your thoughts in discussions or work together to puzzle out an answer, your understanding of the selection will grow.

Buddy Up In these activities you'll work with a partner to share ideas about the selection.

2. If He Could Choose Think about how Panchito has reacted to each change in his life. Also think about the kind of person Panchito is. What can you and your group infer about what Panchito wants in life? Discuss your thoughts with the group. Write your answers on the lines below.

Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

- Which of the following best tells what Panchito likes?
A. hard labor
B. going to school
C. picking the most fruit
D. moving to a new farm
- Who becomes Panchito's friend?
F. the bus driver
G. the principal
H. Mr. Sullivan
I. Mr. Lema

Write your answer to open-ended question A in the space provided below.

A. How does Panchito react to a day at the vineyard? Use details and information from the story to support your answer.

Multiple Choice 1. (A) (B)
Open-Ended A. _____

Standardized Test Practice Here you'll find multiple choice items and a short response task in a typical standardized test format. They check your comprehension of the selection and give you practice in reading tests at the same time!

word power

Vocabulary Check

Write the word from the list that belongs in the blank in each sentence.

sharecropper *n.* a farmer who lives and farms on land owned by someone else

acquire *v.* to get or have as one's own

drone *n.* a steady, low humming sound

instinctively *adv.* in a way that comes naturally

savor *v.* to take great delight in

hesitantly *adv.* in a way that shows one is unsure or afraid

- My father is a great cook. He cooks _____.
- Sarah was afraid the tea would be too hot, so she sipped it _____.
- Since the farmer did not have his own land, he worked as a _____.
- The loud _____ we heard came from a truck stuck under the bridge.
- John hopes to _____ a degree from law school.
- She drank quickly and did not _____ the taste of the orange juice.

Word Power This activity gives you a chance to use the vocabulary words you learned in the selection. The word list at the left will help you review.

Reading a Variety of Texts

You wouldn't read a bus schedule or a newspaper article the same way you'd read a short story. Your reading purpose and the way you read change with what you read. For that reason, you'll need a special plan for each kind of text. *The Glencoe Reader* will help you develop the skills and strategies that work best for many types of texts.

What Is It? Look at the beginning paragraphs to learn what defines a particular type of text. Then see how that kind of text figures into your life.

Reading Short

Everyone loves a good story. It's fun to tell a friend when something exciting happens. You want to share the experience—pick up the phone or send an e-mail. Some stories, however, describe things that never actually happened! These are short stories.

Mark the text! There are many kinds of short stories. Read story that you have read.

- | | |
|--------------------------------------|------------------------------------|
| ☐ ghost story | ☐ science |
| ☐ thriller | ☐ mystery |
| ☐ tall tale | ☐ adventure |

Why Read Short Stories?

The reasons to read short stories can be as different as the stories themselves. You might pick up a short story to be entertained. You might read yourself to sleep at night. You might enjoy learning something new or finding out how a character solves a problem.

What's the Plan?

Short stories are organized by **plot** or story line. Plots include a **conflict**, which can be a struggle between people, ideas, or forces. Most plots develop in five stages: exposition, rising action, climax, falling action, and resolution.

Why Read? Here's where you'll find the most common reasons for reading a certain kind of text. They'll help you decide your reason for reading.

Exposition Rising action

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Reading Mass Media

Where do you look for a weather forecast? How can you find out if your favorite team won last night? How do you see what movies are playing this weekend? You would probably check the television, a Web site, or a newspaper to find information on these topics. We call these sources of information mass media.

Mass media are ways to contact large groups of people. They include television, radio, Internet, movies, newspapers, and magazines. Newspapers and magazines are sometimes called **print media**.

Mark the text! Which mass media do you use? What do you use them for? Circle the mass media you have used recently and write what you used one of them for.

television	newspapers
Internet	magazines
radio	movies

Why Read Mass Media?

You read mass media

- to get information. News, weather, and sports reports provide you information.
- to be entertained. Movies, TV dramas, comic strips, and music entertain you.

- to be persuaded. Advertisements and editorials want you to buy something or do something.

A smart reader will keep in mind that much of mass media combines these purposes. The next section of this *Glencoe Reader* will give you tips for reading several kinds of print media.

What's the Plan?

Like all writers, mass media authors start with a plan. They organize ideas to help you understand their topic and purpose. As you read any kind of mass media, try to discover that plan. Watch for the author's **text structure**, or pattern of organization. That will make it easier to find and remember main ideas. Here are some common text structures for mass media.

- chronological (or time) order
- description
- compare and contrast
- cause and effect
- problem-solution

Look for signal words that suggest the text structure. For example, words like *first*, *next*, and *later* show chronological (or time) order. Words and phrases such as *because* and *as a result* show a cause-and-effect text structure.

Author's Plan These notes will tell you how authors tend to organize ideas in a particular kind of writing. When you can see the author's plan and know how key ideas are arranged, you'll be better able to follow and understand what the author wants you to know.

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Text Features To understand what you read, you have to know what you're looking for. These notes point out the common features of a certain type of text. Look at the sample page to be sure you understand what each feature looks like. Then use the **Find It** prompt to practice finding a text feature.

Reading Tests How you read a test can make the difference between a good score on the test and one that's not so good. Part 3 of *The Glencoe Reader* will help you develop special test-reading skills and strategies so you can improve your performance on standardized tests.

What Do I Look For?

Mass media have some common elements. Check out this sample of an article from *inTIME* magazine.

Headlines preview what the story is about and make you want to read on.

The **deck**, or **subtitle**, grabs your attention.

The **lead** is the opening sentences or paragraphs of the text. In a hard-news story, it will introduce the who, what, where, when, why, and how.

Graphic elements present information at a glance. They include maps, charts, graphs, photographs, drawings, and timelines. Their **captions** provide extra information.

Subheadings set off the parts of an article and create interest in them.

Find it! Circle the caption of one of the graphic elements.

How Do I Read It?

These **reading strategies** will be especially useful when you

Set a purpose: Think about what you really need to find out. Remember that there may be more information than you need. So focus for a moment on what you are trying to accomplish.

Preview: Look at the headline, the deck, the graphic elements, and the subheadings. See how the author has organized the information. Decide where you will start and what you will read.

DO IT!

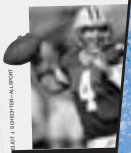
Read the mass media selection and notice the text features and strategies to

Reading Strategies

Don't waste your time. To read efficiently, focus your efforts by using the best reading strategies for each type of text. These notes will tell you what strategies will get you where you need to go.

PAID TO PLAY GAMES

Top athletes are pulling in big salaries. Are they really worth it?



\$10,000,000
Green Bay quarterback Brett Favre signed a new megadeal.

By ROBERT SULLIVAN

In 1930 the great Yankee Babe Ruth asked to justify his annual salary, \$80,000, which he was paid in baseball's long winter. He could have earned more, but he did not. "I had a better idea," Ruth replied. "I was going to make a rough era called the Depression at the time."

Reading Standardized Tests

Feeling more than a little nervous about taking standardized tests? If so, you're not alone. Many people have fears about standardized tests. Luckily, you can learn how to read them correctly. Then when you face a standardized test, you'll feel at ease and be able to do your best!

This part of *The Glencoe Reader* will teach you ways to read standardized tests in Reading, English/Language Arts, and Writing.

Mark the text!

Circle the skills that you know you've been tested on in standardized tests.

reading comprehension

vocabulary

punctuation

capitalization

grammar

peer editing and revision

spelling

sentence combining

comparing readings

paragraph organization

Why Read Standardized Tests?

Read standardized tests so you can answer the questions and score better on the test. A standardized test checks what you know about a subject area. But your score also depends on how well you read the test. And getting a good score on the test will show that you're a real pro in the skills covered in your state's academic standards.

Here's one more reason for learning how to read standardized tests. Sometimes you'll have to take standardized tests outside of school. Some high schools have entrance exams. So do colleges. Some jobs ask you to take a test. You even have to take a standardized test when you get a driver's license. Knowing how to read standardized tests can boost your chances for success!

What's the Plan?

The plan depends on the skills covered on the standardized tests. Reading and language arts tests might have

- a few reading passages followed by multiple-choice questions
- sections of spelling and grammar questions. A few questions might ask you to write an answer in your own words.
- writing prompts for compositions that you'll write on blank paper

The test booklet might have the following parts:

An introduction that describes the test. It may tell you how much time you'll have, whether it's OK to guess at

an answer, whether you can write in the test book, and how to mark your answers.

Directions that tell you what steps to follow. Each part of the test will have its own directions.

Reading passages that may include maps or charts. The passages may be fiction or nonfiction.

Test items that may check two things: (1) what you already know, and (2) how well you understand a reading passage. Many test items will be multiple-choice questions. But some test items will be questions or writing prompts that ask you to write an answer in your own words.

The What, Why, and How of Reading

You'll need to use the skills and strategies in the following chart to respond to questions and prompts in the selections. As you begin a new lesson, look carefully at the **Key Goals** on the **Get Ready To Read** page. Then find those skills in this chart and read about what they are and how to use them. Don't forget to read about why each skill or strategy is important. The more you refer to the chart, the more these active reading strategies will become a natural part of the way you read. For more about these skills and strategies, see the **Reading Handbook**.

Skill/Strategy

What Is It?	Why It's Important	How To Do It
Preview Previewing is looking over a selection before you read.	Previewing lets you begin to see what you already know and what you'll need to know. It helps you set a purpose for reading.	Look at the title, illustrations, headings, captions, and graphics. Look at how ideas are organized. Ask questions about the text.
Skim Skimming is looking over an entire selection quickly to get a general idea of what the piece is about.	Skimming will tell you what a selection is about. If the selection you skim isn't what you're looking for, you won't need to read the entire piece.	Read the title of the selection and quickly look over the entire piece. Read headings and captions and maybe part of the first paragraph to get a general idea of the selection's content.
Scan Scanning is glancing quickly over a selection in order to find specific information.	Scanning helps you pinpoint information quickly. It saves you time when you have a number of selections to look at.	As you move your eyes quickly over the lines of text, look for key words or phrases that will help you locate the information you're looking for.
Predict Predicting is taking an educated guess about what will happen in a selection.	Predicting gives you a reason to read. You want to find out if your prediction and the selection events match, don't you? As you read, adjust or change your prediction if it doesn't fit what you learn.	Combine what you already know about an author or subject with what you learned in your preview to guess at what will be included in the text.
Summarize Summarizing is stating the main ideas of a selection in your own words and in a logical sequence.	Summarizing shows whether you've understood something. It teaches you to rethink what you've read and to separate main ideas from supporting information.	Ask yourself, What is this selection about? Answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> . Put that information in a logical order.

What Is It?	Why It's Important	How To Do It
Clarify Clarifying is looking at difficult sections of text in order to clear up what is confusing.	Authors will often build ideas one on another. If you don't clear up a confusing passage, you may not understand main ideas or information that comes later.	Go back and reread a confusing section more slowly. Look up words you don't know. Ask questions about what you don't understand. Sometimes you may want to read on to see if further information helps you.
Question Questioning is asking yourself whether information in a selection is important. Questioning is also regularly asking yourself whether you've understood what you've read.	When you ask questions as you read, you're reading strategically. As you answer your questions, you're making sure that you'll get the gist of a text.	Have a running conversation with yourself as you read. Keep asking yourself, Is this idea important? Why? Do I understand what this is about? Might this information be on a test later?
Visualize Visualizing is picturing a writer's ideas or descriptions in your mind's eye.	Visualizing is one of the best ways to understand and remember information in fiction, nonfiction, and informational text.	Carefully read how a writer describes a person, place, or thing. Then ask yourself, What would this look like? Can I see how the steps in this process would work?
Monitor Comprehension Monitoring your comprehension means thinking about whether you're understanding what you're reading.	The whole point of reading is to understand a piece of text. When you don't understand a selection, you're not really reading it.	Keep asking yourself questions about main ideas, characters, and events. When you can't answer a question, review, read more slowly, or ask someone to help you.
Identify Sequence Identifying sequence is finding the logical order of ideas or events.	In a work of fiction, events usually happen in chronological (time) order. With nonfiction, understanding the logical sequence of ideas in a piece helps you follow a writer's train of thought. You'll remember ideas better when you know the logical order a writer uses.	Think about what the author is trying to do. Tell a story? Explain how something works? Present information? Look for clues or signal words that might point to time order, steps in a process, or order of importance.
Determine Main Idea Determining an author's main idea is finding the most important thought in a paragraph or in a selection.	Finding main ideas gets you ready to summarize. You also discover an author's purpose for writing when you find the main ideas in a selection.	Think about what you know about the author and the topic. Look for how the author organizes ideas. Then look for the one idea that all of the sentences in a paragraph or all the paragraphs in a selection are about.
Respond Responding is telling what you like, dislike, or find surprising or interesting in a selection.	When you react in a personal way to what you read, you'll enjoy a selection more and remember it better.	As you read, think about how you feel about story elements or ideas in a selection. What's your reaction to the characters in a story? What grabs your attention as you read?

What Is It?	Why It's Important	How To Do It
Connect Connecting means linking what you read to events in your own life or to other selections you've read.	You'll "get into" your reading and recall information and ideas better by connecting events, emotions, and characters to your own life.	Ask yourself, Do I know someone like this? Have I ever felt this way? What else have I read that is like this selection?
Review Reviewing is going back over what you've read to remember what's important and to organize ideas so you'll recall them later.	Reviewing is especially important when you have new ideas and a lot of information to remember.	Filling in a graphic organizer, such as a chart or diagram, as you read helps you organize information. These study aids will help you review later.
Interpret Interpreting is using your own understanding of the world to decide what the events or ideas in a selection mean.	Every reader constructs meaning on the basis of what he or she understands about the world. Finding meaning as you read is all about interacting with the text.	Think about what you already know about yourself and the world. Ask yourself, What is the author really trying to say here? What larger idea might these events be about?
Infer Inferring is using your reason and experience to guess at what an author does not come right out and say.	Making inferences is a large part of finding meaning in a selection. Inferring helps you look more deeply at characters and points you toward the theme or message in a selection.	Look for clues the author provides. Notice descriptions, dialogue, events, and relationships that might tell you something the author wants you to know.
Draw Conclusions Drawing a conclusion is using a number of pieces of information to make a general statement about people, places, events, and ideas.	Drawing conclusions helps you find connections between ideas and events. It's another tool to help you see the larger picture.	Notice details about characters, ideas, and events. Then make a general statement on the basis of these details. For example, a character's actions might lead you to conclude that the character is kind.
Analyze Analyzing is looking at separate parts of a selection in order to understand the entire selection.	Analyzing helps you look critically at a piece of writing. When you analyze a selection, you'll discover its theme or message, and you'll learn the author's purpose for writing.	To analyze a story, think about what the author is saying through the characters, setting, and plot. To analyze nonfiction, look at the organization and main ideas. What do they suggest?
Synthesize Synthesizing is combining ideas to create something new. You may synthesize to reach a new understanding, or you may actually create a new ending to a story.	Synthesizing helps you move to a higher level of thinking. Creating something new of your own goes beyond remembering what you learned from someone else.	Think about the ideas or information you've learned in a selection. Ask yourself, Do I understand something more than the main ideas here? Can I create something else from what I now know?
Evaluate Evaluating is making a judgment or forming an opinion about something you read. You can evaluate a character, an author's craft, or the value of the information in a text.	Evaluating helps you become a wise reader. For example, when you judge whether an author is qualified to speak about a topic or whether the author's points make sense, you can avoid being misled by what you read.	As you read, ask yourself questions such as the following: Is this character realistic and believable? Is this author qualified to write on this subject? Is this author biased? Does this author present opinions as facts?

ADDITIONAL TEACHER RESOURCES

English Language Learners Activities ELL 2

Spanish Summaries ELL 17

Name _____ Date _____ Class _____

ENGLISH LANGUAGE LEARNERS**The Circuit** by Francisco Jiménez (page 5)**Learners as Teachers**

Several Spanish words and phrases appear in "The Circuit." Work with Spanish-speaking classmates to find out how to pronounce these words and what they mean.

Exercise To help organize your thoughts, complete the chart below. Fill in the Spanish words in the story and what each word means. Look at the footnotes in your textbook.

The Circuit

Spanish Words	Pronunciation	Meaning
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Next, work together to practice pronouncing the words.

Finally, take turns with a partner—one reading a meaning in English from the chart and one saying what the Spanish word is. Then reverse the procedure.

ENGLISH LANGUAGE LEARNERS



The All-American Slurp by Lensey Namioka (page 17)

Comparing Foods and Table Manners

In "The All-American Slurp," the Lin family had a difficult time ordering food in a restaurant. Think about what it would be like to order food from another country with which you are familiar.

Exercise To help organize your thoughts, create a menu of dishes from the country you thought about. First, write the menu, using the language of that country for the names of dishes and the currency of that country for the prices.

Menu

Next, on the back of this page, translate your menu into English and convert the prices into dollars.

Finally, in a small group, ask classmates who do not speak your first language to try to order from your menu. Help them understand the names of dishes and the prices. Then show them your translation. Discuss how it felt to try to order in an unfamiliar language.

Name _____ Date _____ Class _____

ENGLISH LANGUAGE LEARNERS**Shoes for Hector** by Nicholasa Mohr (page 33)**Learners as Teachers**

"Shoes for Hector" has some Spanish words. How are these words pronounced? What do they mean in English? Work together with Spanish-speaking classmates to find out.

Exercise To help organize your thoughts, use the chart below. First, work together to list Spanish words from the story. Write notes to help you remember how to pronounce each word.

Translating Words

Spanish Word	Pronunciation	Meaning	Similar English Word

Next, practice pronouncing the words by taking turns pointing to a word in the chart and saying it aloud together. Add to your chart the meaning of each word and any words you know that have a similar meaning.

Finally, take turns saying a Spanish word from the selection, having a partner tell you the English meaning.

ENGLISH LANGUAGE LEARNERS



The Southpaw by Judith Viorst (page 43)

Understanding Humor

In "The Southpaw," Richard and Janet write letters back and forth. They have a little argument, but they are still friends. Pretend that you are carrying on an argument like theirs in letters you exchange with a friend.

Exercise To organize your thoughts, use the letter below. Fill in your own ideas. Try to make the letter funny!

Dear _____,

Your former friend,

P.S. _____

Next, exchange your letter with that of a partner and write responses. Keep writing to each other until you settle your argument.

Name _____ Date _____ Class _____

ENGLISH LANGUAGE LEARNERS**The Gold Cadillac** by Mildred D. Taylor (page 52)**Idioms**

An **idiom** is an expression that has a meaning different from the meanings of its specific words. The context often helps us to figure out what an idiom means.

Exercise First, reread “The Gold Cadillac” and look for idioms. In the chart below, write down five idioms you find and what you think each idiom means. Use the context of the sentence to help you. Ask a fluent English speaker if you are still not sure.

Interpretations of Idioms

Idiom	Meaning
1.	
2.	
3.	
4.	
5.	

Next, use your chart to help you explain to a partner what you think the idioms you found mean.

Finally, in small groups, compare what you found.

ENGLISH LANGUAGE LEARNERS

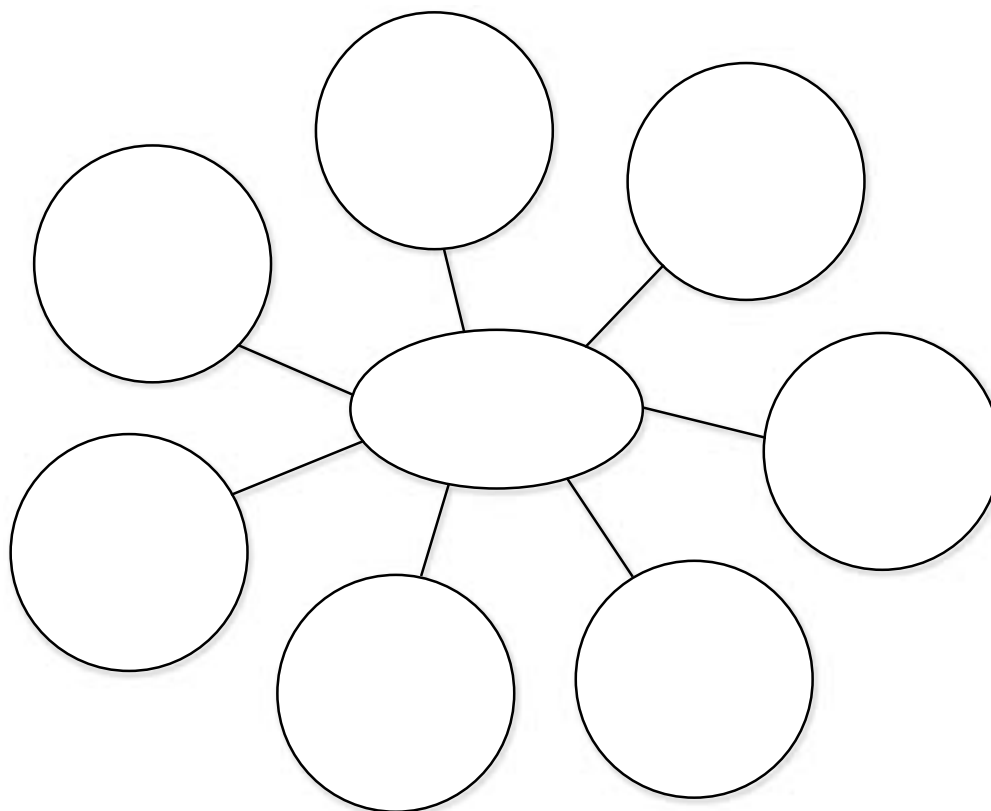


The Gold Cadillac by Mildred D. Taylor (page 52)

Building Background

A **symbol** is a thing that stands for something else. The flag is a symbol of the United States; a dove is a symbol of peace. In the 1950s, a Cadillac car was a symbol of luxury in the United States. What cars are symbols of luxury today? Imagine that your job is to write an advertisement for one of these cars. Think about what to write.

Exercise Use the web below to organize your ideas. First, write the name of a special luxury car in the center of the web below. Then write all around it the features that make the car special.



Next, use the ideas in your web to help you write an advertisement or make a poster about your car. Write your ideas on another piece of paper or some poster board. Include photographs or drawings on your advertisement.

Finally, present your advertisement to the class. See how many classmates want to buy your car!

Name _____ Date _____ Class _____

ENGLISH LANGUAGE LEARNERS**Dinner Together** by Diana Riveraand **How soft a Caterpillar steps** by Emily Dickinson (page 73)**Cultural References**

Think about the poem "Dinner Together." It is about an American tradition, the summer barbecue. What happens in the poem?

Exercise Discuss the poem with a partner. To help you organize your thoughts, use the diagram below. Talk about the setting and what happens.

Where it takes place _____ _____ _____	Clues to the time of day _____ _____ _____
What happens _____ _____ _____	How it ends _____ _____ _____

Next, use your diagram as you compare ideas with those of other students. After you agree about the content of the poem, write a summary on the back of this page.

ENGLISH LANGUAGE LEARNERS



Wings by Jane Yolen (page 99)

Personality Traits

Think about the characters in "Wings." How would you describe each of them? Were the characters kind? mean? cruel? intelligent?

Exercise To help organize your thoughts, use the chart below. First, look through the story for words and phrases that describe each character and fill in the chart.

Personality

Character	Traits
Minos	admires skill; cruel, vengeful
Ariadne	
Icarus	
Theseus	
Cocalus	

Next, discuss with your classmates which characters you like and dislike most and why.

Name _____ Date _____ Class _____

ENGLISH LANGUAGE LEARNERS**The End of the World** by Jenny Leading Cloud (page 113)**Listening Skills**

As you listen to a folktale read aloud, the characters and action come to life.

Exercise Listen to the story one section at a time. Pause after each section and draw something in the space below to help you remember what happened.

1

3

3

Next, use your drawings to help you retell the story to a partner.

Then, in a group, take turns rereading the story, one section at a time.

ENGLISH LANGUAGE LEARNERS



***Charlie and the Chocolate Factory* by Roald Dahl,**

as adapted by Richard R. George (page 121)

Fun with Names

Author Roald Dahl gives funny, unusual names to the characters in *Charlie and the Chocolate Factory*. What makes the name funny or unusual? What names from your first language would be fun to give the characters? Use the chart below to organize your work.

Exercise First, write the names of the characters in the play on the chart. Then discuss what each name means.

Characters' Names		
Character	Why Funny or Unusual	Possible New Name

Next, create funny names from your first language for the characters. Think about the combination of sounds, rhythm, and meaning. Add the names to your chart.

Finally, share the names you thought of with your classmates. Explain what each name means.

Name _____ Date _____ Class _____

ENGLISH LANGUAGE LEARNERS

Charlie and the Chocolate Factory by Roald Dahl,
as adapted by Richard R. George (page 121)

Homographs and Homophones

In the play *Charlie and the Chocolate Factory*, the author uses both **homographs** and **homophones** to make puns that add humor. Homographs are words that are spelled the same way but have different meanings. (The words *cream* and *whip* are examples of homographs. *Cream* can mean “a rich dairy product” or “to beat.” *Whip* can mean “to beat” or “an instrument used to beat.”) Homophones have different spellings and meanings but sound alike. (The words *eight* and *ate* are homophones.)

Exercise First, reread the play with a partner and find both homographs and homophones. Use the graphic organizer below to list examples.

Words with Different Meanings	
Homographs	Homophones

For each homograph write the meaning intended in the play and then any other meanings of the word. For each homophone write the meaning of each word in the pair. You may use a dictionary.

Next, work together to write a **pun**, a joke based on confusion between two meanings of a homophone, on the back of this page.

ENGLISH LANGUAGE LEARNERS



Charlie and the Chocolate Factory by Roald Dahl,

as adapted by Richard R. George (page 121)

Slang

In the play *Charlie and the Chocolate Factory*, some **slang** expressions appear. Remember that slang is the special language that is popular within a certain group, such as teenagers, at a particular time.

Exercise Reread the play and look for examples of slang. Look at the context to help you figure out the meaning. Write the examples you find in the chart below.

Slang Expressions in the Play	
Slang Expression	Meaning

Next, discuss with a partner the meaning of each slang expression. Add other examples to the chart.

Finally, write down two slang expressions you have heard outside class. On the back of this page, tell who used the expression. Explain what you think the expression means.

Name _____ Date _____ Class _____

ENGLISH LANGUAGE LEARNERS**Primary Lessons** by Judith Ortiz Cofer (page 153)**Making Comparisons**

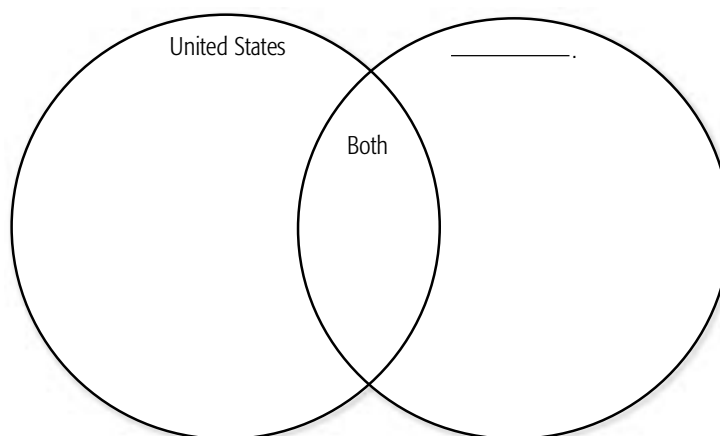
Compare living in the United States with living in another country. To help organize your thoughts, use the diagram below.

Exercise A First work with your classmates to brainstorm for a list of things to compare.

Comparison of Life Styles

	United States	Another Country
Climate		
Food		
Restaurants		
Television Programs		
Movies		
After-school activities		

Exercise B With a partner, fill in the diagram. Put whatever is the same in the countries into the area where the circles overlap.



Finally, compare diagrams with those of other classmates.

ENGLISH LANGUAGE LEARNERS



Abd al-Rahman Ibrahima by Walter Dean Myers (page 171)

The Verb *Have*

The verb *have* can be used as an action verb (as in *We have a lot of homework*) and as a helping verb (as in *We have finished our homework*). The past tense of *have* is *had*.

Exercise Turn to pages 172 and 173 and find five examples of sentences using *have* or *had*. Write the sentences in the chart below.

Sentences	
1.	_____

2.	_____

3.	_____

4.	_____

5.	_____

Next, at the end of each sentence, write **A** if *have* or *had* is used as an action verb and **H** if it is a helping verb. Then look at your chart as you compare answers with those of a partner.

Next, on the back of this page, write four sentences that contain *have*. Two of the sentences should use *have* as an action verb, and two should use *have* as a helping verb.

Finally, ask your partner to read your sentences and decide how *have* is used.

Name _____ Date _____ Class _____

ENGLISH LANGUAGE LEARNERS**from *Volcano* by Patricia Lauber** (page 187)**The Power of Place**

The Klickitat Indians called Mount St. Helens “Fire Mountain.” They had great respect for its power and stayed away from it.

Exercise Think about where you lived as a small child. Were there mountains? Was the land flat? Were you near an ocean or a river? Were there many trees? Were you in the city or the country?

In the space below, make a simple drawing of that place where.

Next, write five words or phrases to describe the place. Use a dictionary if you need to.

Next, take turns telling your classmates about where you lived and the kinds of things you used to do there.

RESÚMENES

These Spanish summaries of the prose literary selections in *The Glencoe Reader* may be duplicated for ELL/ESOL students. Or they may be read aloud at your discretion.

The Circuit* • *El circuito

Francisco Jiménez (página 5)

Resumen

Panchito es un joven trabajador migratorio en California. Va con su familia de una granja a otra para cosechar. Un noviembre, puede ir a la escuela por muy poco tiempo. Un maestro comprensivo reconoce la determinación de Panchito de mejorar su inglés, le ayuda con la lectura y lo alienta a aprender a tocar un instrumento musical. Pero justo cuando Panchito se adapta, tiene que mudarse con su familia a otro pueblo.

The All-American Slurp* • *El gran sorbo estadounidense

Lensey Namioka (página 17)

Resumen

La familia Lin, recientemente emigrada de China, va aprendiendo las costumbres de los Estados Unidos. La narradora, una niña, se siente avergonzada cuando su familia le arranca las venas a apios y, por error, se sienta ante una mesa de buffet. En un restaurante elegante, traducen el menú en voz alta y sorben la sopa. Cuando los Lin reciben invitados, ella comprende que sus amigos estadounidenses no conocen los modales chinos y se siente aliviada. Por último, su amiga Meg sorbe un batido de leche y le asegura que todos los estadounidenses sorben.

Shoes for Hector* • *Zapatos para Héctor

Nicholasa Mohr (página 33)

Resumen

La familia de Héctor no puede comprarle zapatos nuevos para su graduación porque gasta el dinero en la fiesta. Logra que un tío le preste un par de zapatos casi nuevos, color caramelo. A Héctor no le gustan y piensa que los demás estudiantes se burlarán. Se sorprende cuando nadie los nota, sobre todo cuando varias veces es el centro de la atención. Durante la fiesta, la actitud de Héctor hacia las decisiones de su padre sobre el gasto familiar se suaviza y siente cariño por su familia.

The Southpaw • La zurda

Judith Viorst (página 43)

Resumen

“The Southpaw” es un cuento que se narra con las notas que intercambian Janet, una decidida jugadora de béisbol, y su “exámito” Richard, que no permite que las niñas jueguen en su nuevo equipo. Cuando el equipo pierde y los jugadores le fallan a Richard, éste se convence de invitar a las niñas.

The Gold Cadillac • El Cadillac dorado

Mildred D. Taylor (página 52)

Resumen

La narradora y su hermana se emocionan cuando su padre compra un nuevo Cadillac dorado. Pero la madre se enoja por la compra. Se niega a subir en el carro hasta que el padre decide hacer un viaje para visitar parientes en Mississippi. Ella teme que no sea seguro para un afroamericano ir solo en un carro elegante por el Sur. Sus temores se cumplen cuando dos policías blancos los detienen. El padre es acusado de robar el carro y encarcelado durante tres horas hasta que paga una multa. La familia regresa y pide prestado un carro menos caro antes de seguir a Mississippi. Después de que la familia retorna a Toledo, el padre vende el carro y compra un Mercury.

Why Dogs Are Tame • ¿Por qué los perros están domesticados?

Julius Lester (página 89)

Resumen

“Why Dogs Are Tame” es un cuento popular. Brer Lobo y Brer Perro se están muriendo de hambre. Brer Perro sigue el consejo de Brer Lobo y pide fuego a los humanos para cocinar su comida. A los humanos les gusta tanto el perro que le permiten que se quede. En cambio, el lobo los asusta tanto que lo matan.

Wings • Alas

Jane Yolen (página 99)

Resumen

Daedalus es un artista e inventor que vive en Atenas. Se le manda al exilio cuando causa la muerte de su sobrino. En Creta, construye un laberinto para el Minotauro, que es hijo de la reina y que tiene cuerpo de hombre y cabeza de toro. Daedalus se casa con una cretense y tienen un hijo: Icarus. Cuando Daedalus descubre que van a alimentar al Minotauro con atenienses, les da a éstos un mapa del laberinto. Matan al Minotauro, y Minos, rey de Creta, encarcela a Daedalus y a su hijo en una torre. Ahí, reúnen plumas de aves, construyen unas alas y escapan. Icarus vuela tan alto que muere cuando el sol derrite la cera de sus alas. Daedalus escapa a Sicilia.

The End of the World • El fin del mundo

Jenny Leading Cloud (página 113)

Resumen

El cuento sioux “The End of the World” describe a una anciana que teje todo el tiempo una cobija con espinas de puerco espín. Se dice que el mundo se acabará cuando ella termine su trabajo. Afortunadamente, cada vez que ella voltea para cuidar la sopa, su perro desbarata el tejido.

Charlie and the Chocolate Factory • Charlie y la fábrica de chocolates

Roald Dahl (página 121)

Resumen

Willy Wonka organiza un concurso y el premio es una visita a su fábrica de chocolates. Los primeros cuatro ganadores son niños mal portados. El quinto ganador, Charlie Bucket, es un niño pobre que vive en una casa pequeña con sus padres y sus abuelos. Charlie y su abuelo Joe van a la visita con los otros cuatro niños y sus padres. Ven cosas sorprendentes y conocen a los oompa-loompas, enanos que viven y trabajan en la fábrica. Los otros niños se comportan mal, pero Charlie es bondadoso y educado. El señor Wonka da la fábrica a Charlie e invita a toda su familia a mudarse ahí.

Primary Lessons • Lecciones de primaria

Judith Ortiz Cofer (página 153)

Resumen

Judith Ortiz Cofer, entonces de seis años de edad, se mudó temporalmente con su familia a Puerto Rico, donde Cofer fue a la escuela. Ella describe las rutinas de clase y dice cómo la posición de una familia en la comunidad determina la jerarquía en la clase. Cuando Cofer es elegida para abrir la junta de la Sociedad de Padres de Familia porque un chico inteligente no tiene para comprar un traje, aprende una lección incómoda acerca de los prejuicios de clase.

from *Brother Wolf* • de *Hermano lobo*

Jim Brandenburg (página 165)

Resumen

El fragmento de *Brother Wolf* es una carta escrita por un lobo salvaje a una persona. Canis Lupus describe su confusión porque los humanos se han hecho cada vez menos salvajes y menos respetuosos de la naturaleza.

Abd al-Rahman Ibrahima* • *Abd al-Rahman Ibrahima

Walter Dean Myers (página 171)

Resumen

Ésta es la biografía de Abd al-Rahman Ibrahima, el hijo de un jefe en Fouta Djallon, en la costa occidental de África. Ibrahima fue educado en la tradición islámica. Cuando tenía alrededor de veinte años, fue capturado y vendido como esclavo. Entre 1788 y 1829 fue esclavo en Mississippi, a pesar de los esfuerzos que se hicieron para liberarlo. Ibrahima murió en Liberia, África, sin haber podido llegar a su hogar.

from *Volcano* • de *Volcán*

Patricia Lauber (página 187)

Resumen

En 1980, después de un siglo de calma, Mount St. Helens parecía una montaña verde y agradable donde crecían plantas y animales. Pero los geólogos sabían que era peligroso. En marzo de 1980, un terremoto y varias erupciones menores abrieron dos nuevos cráteres y provocaron una protuberancia en la cima. El 18 de mayo, la montaña lanzó una terrible erupción que destruyó bosques y mató a personas y animales.

Date _____

Student Progress Chart: *The Glencoe Reader*, Course 1

		Reading WrapUp				
Lesson	Margin Notes (E, S, U)	Going Solo, Buddy Up, TeamWork (%)	Literary Element (%)	Test Practice (%)	Word Power (%)	Lesson Score*
**Final Score for this grading period						
Final Score from previous grading period						
Comments						

Key: E = Excellent; S = Satisfactory; U = Unsatisfactory

*Add the percent scores in each column. Divide that sum by the number of columns you added together.

****Add all lesson scores and divide by the total number of lessons.**

Dear Parents and Guardians,

Students in our class have been using *The Glencoe Reader*, a workbook that helps students learn and practice important reading skills and become active readers.

With *The Glencoe Reader*, students read many kinds of selections, from short stories and poems to newspaper articles and bus schedules. As students read, the book guides them through activities that teach them good reading skills and help them get the most out of the selections. Students mark their ideas directly on the workbook pages as they read. In fact, the *Reader* encourages students to react to what they read on every page!

The **Student Progress Chart** enclosed with this letter shows how your student has been doing on the *Glencoe Reader* lessons in the last grading period. The chart shows scores for each lesson. It also shows a final score for this grading period and your student's score for the last grading period.

Please take a minute to look at the chart and read my comments. It will help you know the kind of progress your student is making toward becoming a more active reader. Then, talk to your student about his or her work in *The Glencoe Reader*. You might even read a lesson with your student to see how it works. I'm sure you would enjoy many of the selections!

Sincerely,

PART 1

FICTION, POETRY, AND DRAMA

Reading Short Stories 2

- Francisco Jiménez **The Circuit**
Lensey Namioka **The All-American Slurp**
Nicholasa Mohr **Shoes for Hector**
Judith Viorst **The Southpaw**
Mildred D. Taylor **The Gold Cadillac**

Reading Poetry 70

- Diana Rivera **Dinner Together**
Emily Dickinson **How soft a Caterpillar steps**
Eloise Greenfield **Daydreamers**
Langston Hughes **April Rain Song**

Reading Folktales and Myths 86

- Julius Lester **Why Dogs Are Tame**
Jane Yolen **Wings**
Jenny Leaning Cloud **The End of the World**

Reading Drama 118

- Roald Dahl and Richard George **Charlie and the Chocolate Factory, Scenes 1–6**

Reading Novels 146

Reading Short Stories

Everyone loves a good story. It's fun to tell a friend when something exciting happens. You want to share the experience—pick up the phone or send an e-mail. Some stories, however, describe things that never actually happened! These are short stories.

Short stories are brief fictional narratives. Narratives are stories. "Fictional" means the stories aren't true. They might be based on something that happened. But the main part of a short story is simply people and events the author made up.



There are many kinds of short stories. Read this list. Make a check beside each kind of story that you have read.

___ ghost story

___ science fiction

___ tragedy

___ thriller

___ mystery

___ romance

___ tall tale

___ adventure

___ legend

Why Read Short Stories?

The reasons to read short stories can be as different as the stories themselves. You might pick up a short story to be entertained. You might read yourself to sleep at night. You might enjoy learning something new or finding out how a character solves a problem.

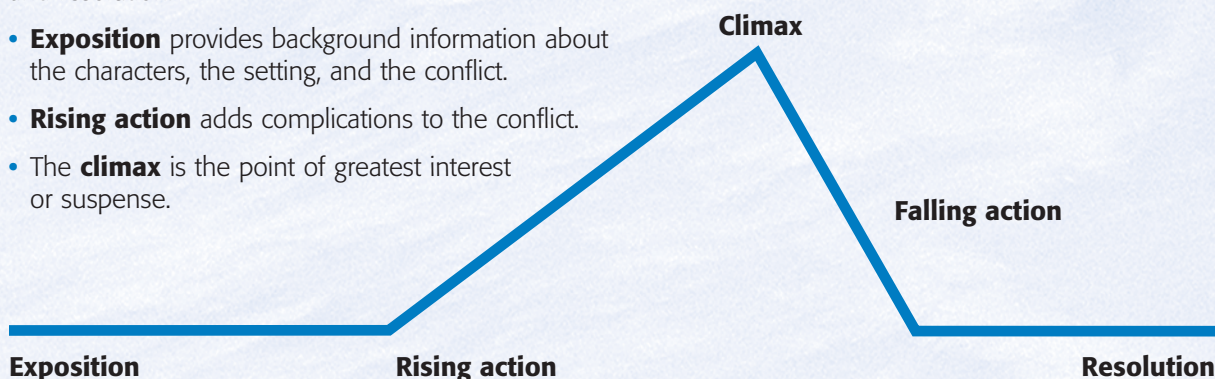
But these aren't the only reasons to dive into a short story. Mysteries, adventures, love stories, and ghost stories, to name a few, can take you on a short journey to wild, far away places. Within a few pages, you can be transported through time and space.

What's the Plan?

Short stories are organized by **plot** or story line. Plots include a **conflict**, which can be a struggle between people, ideas, or forces. Most plots develop in five stages: exposition, rising action, climax, falling action, and resolution.

- **Exposition** provides background information about the characters, the setting, and the conflict.
- **Rising action** adds complications to the conflict.
- The **climax** is the point of greatest interest or suspense.

- **Falling action** tells what happens to the characters as a result of the climax.
- **Resolution** shows how the conflict is resolved.



What Do I Look For?

Short stories have some common elements. Look at the paragraphs from the story “La Bamba” by Gary Soto.

Characters are the actors in the story. They can be people, animals, or anything the author chooses.

Setting is the time and place for the story’s action.

Plot is the story line. It is a series of events where a problem is explored and then solved.

The **point of view** is the way the narrator—the person telling the story—fits into the story. In **third-person point of view**, the narrator is outside the story. He or she uses the words *he*, *she*, or *they*.

Mark the text

Find it! Circle a word that shows third-person point of view.



Manuel was the fourth of seven children and looked like a lot of kids in his neighborhood: black hair, brown face, and skinny legs scuffed from summer play. But summer was giving way to fall: the trees were turning red, the lawns brown, and the pomegranate trees were heavy with fruit. Manuel walked to school in the frosty morning, kicking leaves and thinking of tomorrow’s talent show. He was still amazed that he had volunteered. He was going to pretend to sing Ritchie Valens’s “La Bamba” before the entire school.

Why did I raise my hand? he asked himself, but in his heart he knew the answer. He yearned for the limelight. He wanted applause as loud as a thunderstorm, and to hear his friends say, “Man, that was bad!” And he wanted to impress the girls, especially Petra Lopez, the second-prettiest girl in his class. The prettiest was already taken by his friend Ernie. Manuel knew he should be reasonable, since he himself was not great-looking, just average.

Manuel kicked through the fresh-fallen leaves. When he got to school he realized he had forgotten his math workbook. If his teacher found out, he would have to stay after school and miss practice for the talent show. But fortunately for him, they did drills that morning.

During lunch Manuel hung around with Benny, who was also in the talent show. Benny was going to play the trumpet in spite of the fat lip he had gotten playing football.

“How do I look?” Manuel asked. He cleared his throat and started moving his lips in pantomime. No words came out, just a hiss that sounded like a snake. Manuel tried to look emotional, flailing his arms on the high notes

and opening his eyes and mouth as wide as he could when he came to “*Para bailar la bamba*.”

After Manuel finished, Benny said it looked all right, but suggested Manuel dance while he sang. Manuel thought for a moment and decided it was a good idea.

“Yeah, just think you’re like Michael Jackson or someone like that,” Benny suggested. “But don’t get carried away.”

During rehearsal, Mr. Roybal, nervous about his debut as the school’s talent coordinator, cursed under his breath when the lever that controlled the speed of the record player jammed.

“Darn,” he growled, trying to force the lever. “What’s wrong with you?”

“Is it broken?” Manuel asked, bending over for a closer look. It looked all right to him.

Mr. Roybal assured Manuel that he would have a good record player at the talent show, even if it meant bringing his own stereo from home.

Manuel sat in a folding chair, twirling his record on his thumb. He watched a skit about personal hygiene, a mother-and-daughter violin duo, five first-grade girls jumping rope, a karate kid breaking boards, three girls singing “Like a Virgin,” and a skit about the pilgrims. If the record player hadn’t been broken, he would have gone after the karate kid, an easy act to follow, he told himself.

As he twirled his forty-five record, Manuel thought they had a great talent show. The entire school would be amazed. His mother and father would be proud, and his brother and sisters would be jealous and pout. It would be a night to remember.

Benny walked onto the stage, raised his

Gary Soto

How Do I Read It?

These **reading strategies** will be helpful when you read short stories.

Predict: Read the title and the first paragraph. Then ask yourself what you think this story will be about. Read on to see if the story matches your prediction.

Visualize: Form pictures in your mind as the action takes place. Try to imagine what the scene or the characters would look like.

Summarize: While reading, stop for a minute now and then. See if you can sum up what has happened so far.

Respond: React to what you read. Think about what the story means to you. Are you learning anything new? Does anything surprise you?

For more information on **reading strategies**, see pages 322–328 in the **Reading Handbook**.

DO IT!

Read the short stories that follow. Be sure to

- recognize and interact with the **literary elements** and the **author’s plan**
- use **reading strategies** to help you get the most from your reading

GET READY TO READ!

SHORT STORY

Connect

Think-Pair-Share Do you like when things stay the same, or do you enjoy changes in your life? For example, do you like to have the same thing for breakfast every day, or is variety the spice in your life? With a partner, discuss your reactions to change. Then share your thoughts in a class discussion.

In this short story, you will read about a boy named Panchito whose life brings about constant changes for him.

Did You Know?

Building Background This story takes place in California during the 1950s. It follows a family of migrant workers.

- Migrant workers pick vegetables and fruits by hand. They move from one farm or region to another as crops become ready for harvesting, or picking. Migrant families often live in houses provided by the farm owners.
- Many families of migrant workers follow a circuit, or a set route. They go to the same farms and pick the same crops every year.
- This story's author, Francisco Jiménez, was once a migrant worker in California.

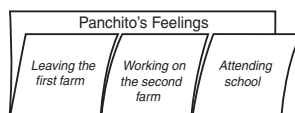
Reason to Read

Setting a Purpose for Reading Read to learn how Panchito feels about the changes in his life.

FOLDABLES™ Graphic Organizer

As you read, use the following **Foldable** to track Panchito's feelings each time his life changes.

1. With the short side at the top, fold a piece of paper from the bottom up, stopping about an inch from the top.
2. Write the label **Panchito's Feelings** at the top of the page.
3. Fold the paper into thirds from left to right. Through the top layer of paper, cut along the two folds lines to form three tabs.
4. Label the tabs **Leaving the first farm**, **Working on the second farm**, and **Attending school**.
5. As you read, use your **Foldable** to jot down Panchito's feelings as he leaves the first farm, works on the second farm, and goes to school.



word power

Vocabulary Preview

Read the definitions of these vocabulary words from "The Circuit." Use the guides in parentheses () to help say each word out loud. Then, as you read, look at the definition at the bottom of the page. If the meaning still isn't clear, use the words and ideas around the vocabulary word (the context clues) to help you figure out the meaning. Still stuck? Ask for help.

sharecropper (shār'krop'ər) *n.* a farmer who lives and farms on land owned by someone else; p. 5

acquire (ə kwīr') *v.* to get or have something as one's own; p. 7

drone (drōn) *n.* a steady, low humming sound; p. 9

instinctively (in stingk'tiv lē) *adv.* in a way that comes naturally; p. 9

savor (sā'vər) *v.* to take great delight in; p. 10

hesitantly (hez'ət ənt lē) *adv.* in a way that shows one is unsure or afraid; p. 11

Hot Words Journal

As you read the story, circle hard words and words that you want to know more about. After reading, you may add those words to your **Hot Words Journal** at the back of this book.

What You'll Learn

Key Goals As you read, look for notes about these important skills.

- **Reading Focus:** Visualize
- **Think It Over:** Infer
- **Literary Element:** Autobiographical Fiction
- **Reading Coach:** Following the Setting

The Circuit

Francisco Jiménez

It was that time of year again. Ito,¹ the strawberry sharecropper, did not smile. It was natural. The peak of the strawberry season was over and the last few days the workers, most of them *braceros*,² were not picking as many boxes as they had during the months of June and July. **A**

As the last days of August disappeared, so did the number of *braceros*. Sunday, only one—the best picker—came to work. I liked him. Sometimes we talked during our half-hour lunch break. That is how I found out he was from Jalisco,³ the same state in Mexico my family was from. That Sunday was the last time I saw him.

When the sun had tired and sunk behind the mountains, Ito signaled us that it was time to go home. “*Ya esora*,”⁴ he yelled in his broken Spanish. Those were the words I waited for twelve hours a day, every day, seven days a week, week after week. And the thought of not hearing them again saddened me.

As we drove home Papa did not say a word. With both hands on the wheel, he stared at the dirt road. My older brother, Roberto, was also silent. He leaned his head back and closed his eyes. Once in a while he cleared from his throat the dust that blew in from outside. **B**

1. *Ito* (ē'tō)

2. *Braceros* (brā sā'rōs) are Mexican farm laborers.

3. *Jalisco* (hə lēs'kō)

4. [*Ya esora*] Ito is trying to say “*Ya es hora*” (yā es ō'rə), which means “It is time.”

Vocabulary

sharecropper (shār'krop'ər) *n.* a farmer who lives and farms on land owned by someone else



Clarify Look at the small number 1 after the name *Ito* in line 1. That number leads you to a numbered footnote at the bottom of the page. **A**



Circle footnote 1 at the bottom of the page.

Some footnotes, like this one, tell you how to pronounce a word. Others define or explain a term. As you read, use footnotes to help you pronounce and clarify the meanings of words or terms you don't know.



Following the Setting

The **setting** is the time and place of a story. The setting in “The Circuit” changes often. It's important to follow Panchito, the storyteller, as he moves around. Read the last paragraph on this page. Where is Panchito going? Where is he coming from? Write your answer on the lines below. **B**



Looking at Word Parts

If the printed definition of a vocabulary word doesn't help you, try this: Look for shorter words that you know in the vocabulary word. You probably know the word *share*. Does that word help you understand *sharecropper*?

Think It Over

Infer Writers don't always say exactly what they want you to know. Sometimes they give clues, and you have to **infer**, or guess, what those clues mean. Reread this paragraph. **C**

Mark the text Underline any words or phrases that help you guess how Panchito feels. On the lines below, write how he feels.

Hot Words

Choose your own words

As you keep reading this story, circle any words you really want to remember or ones you don't understand. You'll come back to these words later.

Keep This in Mind

Use these marks to show your thoughts as you read.

- ? I have a question about something here.
- ! This caught my eye.
- ★ Here is something I should remember.

Yes, it was that time of year. When I opened the front door to the shack, I stopped. Everything we owned was neatly packed in cardboard boxes. Suddenly I felt even more the weight of hours, days, weeks, and months of work. I sat down on a box. The thought of having to move to Fresno⁵ and knowing what was in store for me there brought tears to my eyes. **C**

That night I could not sleep. I lay in bed thinking about
30 how much I hated this move.

A little before five o'clock in the morning, Papa woke everyone up. A few minutes later, the yelling and screaming of my little brothers and sisters, for whom the move was a great adventure, broke the silence of dawn. Shortly, the barking of the dogs accompanied them.

While we packed the breakfast dishes, Papa went outside to start the "Carcanchita."⁶ That was the name Papa gave his old '38 black Plymouth. He bought it in a used-car lot in Santa Rosa in the winter of 1949. Papa was very proud of his little
40 jalopy. He had a right to be proud of it. He spent a lot of time looking at other cars before buying this one. When he finally chose the "Carcanchita," he checked it thoroughly before driving it out of the car lot. He examined every inch of the car. He listened to the motor, tilting his head from side to side like a parrot, trying to detect any noises that spelled car trouble. After being satisfied with the looks and sounds of the car, Papa then insisted on knowing who the original owner was. He never did find out from the car salesman, but he bought the car anyway. Papa figured the original owner
50 must have been an important man because behind the rear seat of the car he found a blue necktie.

Papa parked the car out in front and left the motor running. "Listo,"⁷ he yelled. Without saying a word, Roberto and I began to carry the boxes out to the car. Roberto carried the two big boxes and I carried the two smaller ones. Papa

5. Fresno is a city in one of California's main farming regions.

6. Carcanchita (kär'kən chē'tə)

7. Listo (lē's'tō) means "Ready."

then threw the mattress on top of the car roof and tied it with ropes to the front and rear bumpers.

Everything was packed except Mama's pot. It was an old large galvanized pot she had picked up at an army surplus store in Santa María the year I was born. The pot had many dents and nicks, and the more dents and nicks it acquired the more Mama liked it. "*Mi olla*,"⁸ she used to say proudly.

I held the front door open as Mama carefully carried out her pot by both handles, making sure not to spill the cooked beans. When she got to the car, Papa reached out to help her with it. Roberto opened the rear car door and Papa gently placed it on the floor behind the front seat. All of us then climbed in. Papa sighed, wiped the sweat off his forehead with his sleeve, and said wearily: "*Es todo*."⁹ **D**

As we drove away, I felt a lump in my throat. I turned around and looked at our little shack for the last time.

At sunset we drove into a labor camp near Fresno. Since Papa did not speak English, Mama asked the camp foreman if he needed any more workers. "We don't need no more," said the foreman, scratching his head. "Check with Sullivan down the road. Can't miss him. He lives in a big white house with a fence around it."

When we got there, Mama walked up to the house. She went through a white gate, past a row of rose bushes, up the stairs to the front door. She rang the doorbell. The porch light went on and a tall husky man came out. They exchanged a few words. After the man went in, Mama clasped her hands and hurried back to the car. "We have work! Mr. Sullivan said we can stay there the whole season," she said, gasping and pointing to an old garage near the stables. **E**

8. Mama's favorite *olla* (ō'yä) is a *galvanized pot*, an iron pot with a thin coat of zinc. She got it at an *army surplus store*, which sells goods not needed by the U.S. military.

9. *Es todo* (es tō'dō) means "That's everything."

Vocabulary

acquire (ə kwīr') *v.* to get or have as one's own

READ
ALoud

Build Fluency Find a quiet place so you can practice reading aloud this boxed section. Reread the passage a few times. Practice several times, until your reading sounds smooth and natural. **D**

FOLDABLES™

Don't forget about your **Foldable!** As you read, remember to keep track of where Panchito is and how he feels about changes in his life.

Literary Element

Autobiographical

Fiction Made-up stories that are based on the author's real-life experiences are called **autobiographical fiction**.

The author uses some things that really happened to make up a good story. Remember that Francisco Jiménez once worked as a migrant worker.

Mark the text

Underline one detail on this page that seems like it might come from Jiménez's own childhood memories. **E**

Reading Check

Step 1 Ask yourself, Do I understand what I've read so far? Did you mark any of the pages with question marks? If you did, use one or more of the ideas below to help clear up your questions.

- Read aloud.
- Read more slowly.
- Ask a classmate or a teacher, parent, or other adult for help.

Step 2 When you've understood what you've read, write a one- or two-sentence summary of the story on the lines below. Your **summary** should tell only the main ideas in the story. If you have any trouble, just go back and reread parts of the story.

Your Notes

The garage was worn out by the years. It had no windows. The walls, eaten by termites, strained to support the roof full of holes. The dirt floor, populated by earth worms, looked like a gray road map.

That night, by the light of a kerosene lamp, we unpacked and cleaned our new home. Roberto swept away the loose dirt, leaving the hard ground. Papa plugged the holes in the walls with old newspapers and tin can tops. Mama fed my little brothers and sisters. Papa and Roberto then brought in the mattress and placed it on the far corner of the garage. “Mama, you and the little ones sleep on the mattress. Roberto, Panchito, and I will sleep outside under the trees,” Papa said.



Did You Know?

This lamp can burn *kerosene*, a liquid fuel made from petroleum.



Reading Check

Early next morning Mr. Sullivan showed us where his crop was, and after breakfast, Papa, Roberto, and I headed for the vineyard to pick.

Around nine o'clock the temperature had risen to almost one hundred degrees. I was completely soaked in sweat and my mouth felt as if I had been chewing on a handkerchief. I walked over to the end of the row, picked up the jug of water we had brought, and began drinking. “Don’t drink too much; you’ll get sick,” Roberto shouted. No sooner had he said that than I felt sick to my stomach. I dropped to my knees and let the jug roll off my hands. I remained motionless with my eyes

glued on the hot sandy ground. All I could hear was the drone of insects. Slowly I began to recover. I poured water over my face and neck and watched the dirty water run down my arms to the ground. **F**

I still felt a little dizzy when we took a break to eat lunch. It was past two o'clock and we sat underneath a large walnut tree that was on the side of the road. While we ate, Papa jotted down the number of boxes we had picked. Roberto drew designs on the ground with a stick. Suddenly I noticed Papa's face turn pale as he looked down the road. "Here comes the school bus," he whispered loudly in alarm. Instinctively, Roberto and I ran and hid in the vineyards. We did not want to get in trouble for not going to school. The neatly dressed boys about my age got off. They carried books under their arms. After they crossed the street, the bus drove away. Roberto and I came out from hiding and joined Papa. "*Tienen que tener cuidado*,"¹⁰ he warned us. **G**

After lunch we went back to work. The sun kept beating down. The buzzing insects, the wet sweat, and the hot dry dust made the afternoon seem to last forever. Finally the mountains around the valley reached out and swallowed the sun. Within an hour it was too dark to continue picking. The vines blanketed the grapes, making it difficult to see the bunches. "*Vámonos*,"¹¹ said Papa, signaling to us that it was time to quit work. Papa then took out a pencil and began to figure out how much we had earned our first day. He wrote down numbers, crossed some out, wrote down some more. "*Quince*,"¹² he murmured.

10. *Tienen que tener cuidado* (tye'nen kā tā nār' kwē dā'dō) means "You have to be careful."
 11. *Vámonos* (vā'mə nōs) means "Let's go."
 12. *Quince* (kēn'sā) is the number 15.

Vocabulary

drone (drōn) *n.* a steady, low humming sound

instinctively (in stingk'tiv lē) *adv.* in a way that comes naturally

Reading Focus

Visualize You **visualize** when you form a picture in your mind of what you have read. Try visualizing the scene in this paragraph. On the lines below, use your own words to tell what you see. **F**

120



130

Infer You can find the meaning of the word *instinctively* at the bottom of this page. It means "in a way that comes naturally." The passage says that Panchito and Roberto hid from the school bus *instinctively*. From this word, what can you guess about the boys' past experiences with school buses? **G**

140

Why do you think they hide?

Reading Coach

Following the Setting

Where will Panchito be spending his days now that the grape season is over? Write your answer on the line below.

H

Reading Focus

Connect In this paragraph underline the words that explain why Panchito keeps

his head down at breakfast.

Mark the text

Then ask yourself, How would I feel if I could go to school while my brother or sister had to work in the fields? Write your answers on the lines below. I

When we arrived home, we took a cold shower underneath a water-hose. We then sat down to eat dinner around some wooden crates that served as a table. Mama had cooked a special meal for us. We had rice and tortillas with *carne con chile*,¹³ my favorite dish.

The next morning I could hardly move. My body ached all over. I felt little control over my arms and legs. This feeling went on every morning for days until my muscles finally got
150 used to the work.

It was Monday, the first week of November. The grape season was over and I could now go to school. I woke up early that morning and lay in bed, looking at the stars and savoring the thought of not going to work and of starting sixth grade for the first time that year. H Since I could not sleep, I decided to get up and join Papa and Roberto at breakfast. I sat at the table across from Roberto, but I kept my head down. I did not want to look up and face him. I knew he was sad. He was not going to school today. He was
160 not going tomorrow, or next week, or next month. He would not go until the cotton season was over, and that was sometime in February. I rubbed my hands together and watched the dry, acid stained¹⁴ skin fall to the floor in little rolls. I

When Papa and Roberto left for work, I felt relief. I walked to the top of a small grade next to the shack and watched the “Carcanchita” disappear in the distance in a cloud of dust.

Two hours later, around eight o’clock, I stood by the side of the road waiting for school bus number twenty. When it
170 arrived I climbed in. Everyone was busy either talking or yelling. I sat in an empty seat in the back.

13. A *tortilla* (tôr tē’yə) is made from corn or wheat meal and baked on a griddle so that it resembles a very flat pancake. *Carne con chile* (kär’nā kōn chē’lā) is meat cooked with red peppers and beans.

14. The narrator’s hands were *acid stained* by grapes.

Vocabulary

savor (sā’vər) *v.* to take great delight in

When the bus stopped in front of the school, I felt very nervous. I looked out the bus window and saw boys and girls carrying books under their arms. I put my hands in my pant pockets and walked to the principal's office. When I entered I heard a woman's voice say: "May I help you?" I was startled. I had not heard English for months. For a few seconds I remained speechless. I looked at the lady who waited for an answer. My first instinct was to answer her in Spanish, but I held back. Finally, after struggling for English words, I managed to tell her that I wanted to enroll in the sixth grade. After answering many questions, I was led to the classroom. **J**

Reading Focus

Respond Review Panchito's first few minutes in the school. **J**

Mark the text

In the boxed paragraph, underline details that describe his feelings. From what you've read, what is your reaction to Panchito? Why? Write your answers on the lines below.

180

Mr. Lema, the sixth grade teacher, greeted me and assigned me a desk. He then introduced me to the class. I was so nervous and scared at that moment when everyone's eyes were on me that I wished I were with Papa and Roberto picking cotton. After taking roll, Mr. Lema gave the class the assignment for the first hour. "The first thing we have to do this morning is finish reading the story we began yesterday," he said enthusiastically. He walked up to me, handed me an English book, and asked me to read. "We are on page 125," he said politely. When I heard this, I felt my blood rush to my head; I felt dizzy. "Would you like to read?" he asked hesitantly. I opened the book to page 125. My mouth was dry. My eyes began to water. I could not begin. "You can read later," Mr. Lema said understandingly.

190

For the rest of the reading period I kept getting angrier and angrier with myself. I should have read, I thought to myself.

200

During recess I went into the restroom and opened my English book to page 125. I began to read in a low voice, pretending I was in class. There were many words I did not know. I closed the book and headed back to the classroom. **K**



Draw Conclusions When you **draw conclusions** you use little pieces of the story to say something bigger and more important about a character or another part of the story. Think about what you've read so far. How do you think Panchito now feels about being in school? Place a check in the box next to the best conclusion about how Panchito feels. **K**

- ☐ He is tired and wants to go home.
- ☐ He would rather work with his father and brother in the fields.
- ☐ He wants to do well and will work hard.

Vocabulary

hesitantly (hez'ət ənt lē) *adv.* in a way that shows one is unsure or afraid



Respond What is your reaction to the end of the story? Write your response on these lines. **L**



Reading Check

Step 1 Review what you wrote in your **Foldable**. Think about what you have learned about Panchito's feelings about change. How do you think he feels at the very end of the story, when he sees the packed boxes? Write your answer on the lines below.

Step 2 If you were Panchito, how would you feel at the end of the story? Write your answer on these lines.

Hot Words

Choose three words, either from the underlined vocabulary in the story or from the words you circled as you read. Write them in your **Hot Words Journal** at the back of this book and do one of the activities listed there.

Mr. Lema was sitting at his desk correcting papers. When I entered he looked up at me and smiled. I felt better. I walked up to him and asked if he could help me with the new words. "Gladly," he said.

The rest of the month I spent my lunch hours working on
210 English with Mr. Lema, my best friend at school.

One Friday during lunch hour Mr. Lema asked me to take a walk with him to the music room. "Do you like music?" he asked me as we entered the building.

"Yes, I like *corridos*,"¹⁵ I answered. He then picked up a trumpet, blew on it, and handed it to me. The sound gave me goose bumps. I knew that sound. I had heard it in many *corridos*. "How would you like to learn how to play it?" he asked. He must have read my face because before I could answer, he added: "I'll teach you how to play it during our
220 lunch hours."

That day I could hardly wait to get home to tell Papa and Mama the great news. As I got off the bus, my little brothers and sisters ran up to meet me. They were yelling and screaming. I thought they were happy to see me, but when I opened the door to our shack, I saw that everything we owned was neatly packed in cardboard boxes. **L**



Reading Check

15. *Corridos* (kōr rē' dōs) are songs, especially slow, romantic ones.

Going Solo

Visualize

Just Picture It! Think about the scenes in the story you just read. Choose one scene that left a strong picture in your mind. Describe the scene in your own words. Write your description on the lines below.

Buddy Up

Following the Setting

1. Chart It! Working with a partner, put together a timeline that records three places that Panchito spends his days. On the lines below, write out the items for your timeline in the right order.

2. Around and Around A circuit is a course that is traveled over and over. With a partner, describe how Panchito's life is like a circuit. Write your answer on the lines below.

TeamWork

Infer

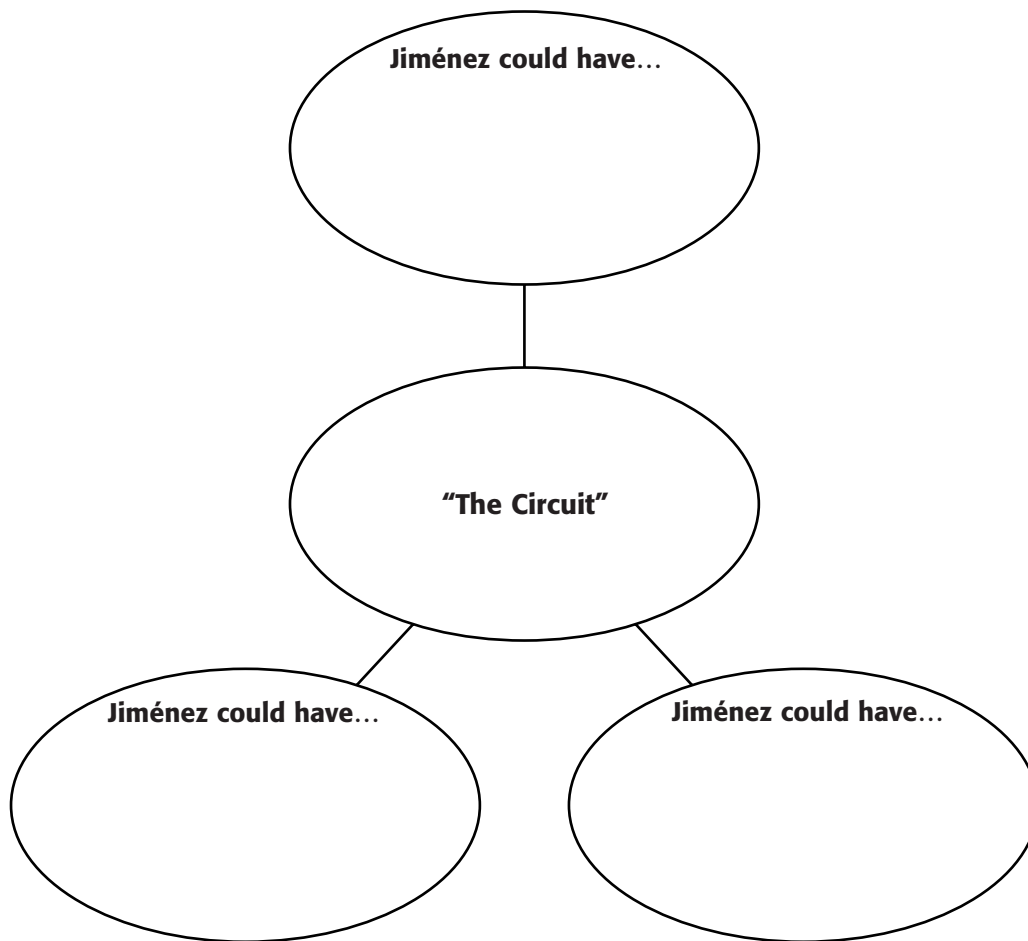
1. Knowing the Character Reread the second-to-last paragraph in the story—lines 214–220—where Mr. Lema offers to teach Panchito how to play the trumpet. How do you think Panchito feels about learning to play the trumpet? What details from the story help support your inference? Discuss your ideas with the group. Write your answer on the lines below.

2. If He Could Choose Think about how Panchito has reacted to each change in his life. Also think about the kind of person Panchito is. What can you and your group infer about what Panchito wants in life? Discuss your thoughts with the group. Write your answers on the lines below.

Literary Element

Autobiographical Fiction

Autobiographical fiction is a story based on the author's real-life experiences, but with characters and events that are made up. Think about the story, "The Circuit." In the chart below, list at least three details in the story that seem realistic and could have been based on Francisco Jiménez's life.



Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

1. Which of the following best tells what Panchito likes?
 - A. hard labor
 - B. going to school
 - C. picking the most fruit
 - D. moving to a new farm
2. Who becomes Panchito's friend?
 - F. the bus driver
 - G. the principal
 - H. Mr. Sullivan
 - I. Mr. Lema

Write your answer to open-ended question A in the space provided below.

- A. How does Panchito react to a day at the vineyard? Use details and information from the story to support your answer.

Multiple-Choice Questions

1. (A) (B) (C) (D) 2. (F) (G) (H) (I)

Open-Ended Question

A. _____



Vocabulary Check

Write the word from the list that belongs in the blank in each sentence.

sharecropper *n.* a farmer who lives and farms on land owned by someone else

acquire *v.* to get or have as one's own

drone *n.* a steady, low humming sound

instinctively *adv.* in a way that comes naturally

savor *v.* to take great delight in

hesitantly *adv.* in a way that shows one is unsure or afraid

1. My father is a great cook. He cooks _____.
2. Sarah was afraid the tea would be too hot, so she sipped it _____.
3. Since the farmer did not have his own land, he worked as a _____.
4. The loud _____ we heard came from a truck stuck under the bridge.
5. John hopes to _____ a degree from law school.
6. She drank quickly and did not _____ the taste of the orange juice.

GET READY TO READ!

SHORT STORY

Connect

Quickwrite Have you ever felt like an outsider—someone who does not fit in? Maybe you moved to a new city or changed schools. Maybe you joined a new team or a club where you didn't know anyone. How did you feel? What happened to make you feel better? On the lines below, describe a time when you felt alone in a new place.

In this short story, you'll read about a girl who moves with her family from China to the United States.

Did You Know?

Building Background Immigrants are people who come to live in a country where they were not born. Emigrants are people who leave their birth country to settle in another place. Emigrants leave their cultures and customs as well as the country of their birth. The culture and customs of a people can include their actions and beliefs, their knowledge, and their art. During one year in the 1990s, about 54,000 people immigrated to the United States from China.

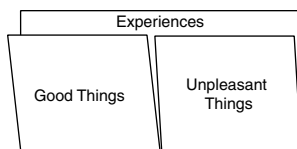
Reason to Read

Setting a Purpose for Reading Read to learn what happens to the Lin family as they get used to life in the United States.

FOLDABLES™ Graphic Organizer

As you read, use the following **Foldable** to keep track of the good things as well as the unpleasant or embarrassing things that happen to the storyteller and her family.

1. Hold a sheet of paper with the short side at the top. Fold the bottom of the paper up, stopping about an inch from the top. Write the label **Experiences** at the top of the page.
2. Fold the paper in half from left to right and then unfold. Cut along that fold line through the top layer of the paper to form two tabs.
3. Label the tabs **Good Things** and **Unpleasant Things**.
4. Use your **Foldable** to jot down notes as you read the story. Under the left tab, record the good things that happen to the Lins. Under the right tab, list the unpleasant things.



word power

Vocabulary Preview

Read the definitions of these words from "The All-American Slurp." Use the guides in parentheses () to help you say each vocabulary word out loud. As you read, use the definition at the bottom of the page and words and ideas around the vocabulary word (the context clues) to help you figure out the meaning.

lavishly (lav'ish lē) *adv.* generously; in a way that provides more than is necessary; p. 18

mortified (môr'tə fīd') *adj.* greatly embarrassed; p. 19

smugly (smug'lē) *adv.* in a self-satisfied way; p. 20

systematic (sis'tə mat'ik) *adj.* well-organized; following a certain way of doing things; p. 23

consumption (kən sump'shən) *n.* the act of eating, drinking, or using up; p. 24

cope (kōp) *v.* to deal with something successfully; p. 27

Hot Words Journal

As you read, circle words that you want to know more about. They might be ones you really like or ones that you don't understand. Later, you may add them to your **Hot Words Journal** at the back of this book.

What You'll Learn

Key Goals As you read, look for notes about these important skills.

- **Reading Focus:** Clarify
- **Think It Over:** Draw Conclusions
- **Literary Element:** Point of View
- **Reading Coach:** Understanding Difficult Words

The All-American Slurp

Lensey Namioka

The first time our family was invited out to dinner in America, we disgraced ourselves while eating celery. **A** We had emigrated to this country from China, and during our early days here we had a hard time with American table manners.

In China we never ate celery raw, or any other kind of vegetable raw. We always had to disinfect the vegetables in boiling water first. When we were presented with our first relish tray, the raw celery caught us unprepared.

We had been invited to dinner by our neighbors, the Gleasons. After arriving at the house, we shook hands with our hosts and packed ourselves into a sofa. As our family of four sat stiffly in a row, my younger brother and I stole glances at our parents for a clue as to what to do next. **B**

Mrs. Gleason offered the relish tray to Mother. The tray looked pretty, with its tiny red radishes, curly sticks of carrots, and long, slender stalks of pale green celery. “Do try some of the celery, Mrs. Lin,” she said. “It’s from a local farmer, and it’s sweet.”

Mother picked up one of the green stalks, and Father followed suit. Then I picked up a stalk, and my brother did too. So there we sat, each with a stalk of celery in our right hand.

Mrs. Gleason kept smiling. “Would you like to try some of the dip, Mrs. Lin? It’s my own recipe: sour cream and onion flakes, with a dash of Tabasco sauce.”

Most Chinese don’t care for dairy products, and in those days I wasn’t even ready to drink fresh milk. Sour cream

Literary Element

Point of View The narrator, or storyteller, uses words like *I*, *we*, and *our*. She is a character in the story. That means the story is being told from the **first-person point of view**. The reader sees everything through the storyteller’s eyes. **A**

Mark the text Underline or highlight the first sentence in the story. Read it carefully. Who is “we” in the sentence? Write your answer on the lines below.

10

Reading Focus

Clarify It’s important to clear up any sentences or ideas you don’t get. You might want to reread a tricky sentence more slowly. Ask questions about things you don’t understand. Sometimes, reading on can clear things up.

B

Model: *At first I wasn’t sure what the storyteller meant when she said that they “packed” themselves into a sofa. But then I read on to the words “our family of four sat stiffly in a row.” If four people were on one sofa, I can see why the storyteller said they were “packed.” Now I get it.*

20

Hot Words

Mark the text Choose your own words

As you keep reading, circle any words you really like and want to remember or words you don't understand. You'll come back to these words later.

Think It Over

Infer Writers don't explain everything. Sometimes you have to use clues in the story to guess what the characters are thinking or feeling. Read the boxed paragraph. What do you suppose the neighbors are thinking when they see the Lins pull the strings out of their celery? **C**

Keep This in Mind

Use these marks to show your thoughts as you read.

- ? I have a question about something here.
- ! This caught my eye.
- ★ Here is something I should remember.

sounded perfectly revolting. Our family shook our heads
30 in unison.

Mrs. Gleason went off with the relish tray to the other guests, and we carefully watched to see what they did. Everyone seemed to eat the raw vegetables quite happily.

Mother took a bite of her celery. *Crunch*. "It's not bad!" she whispered.

Father took a bite of his celery. *Crunch*. "Yes, it is good," he said, looking surprised.

I took a bite, and then my brother. *Crunch, crunch*. It was more than good; it was delicious. Raw celery has a slight
40 sparkle, a zingy taste that you don't get in cooked celery. When Mrs. Gleason came around with the relish tray, we each took another stalk of celery, except my brother. He took two.

There was only one problem: long strings ran through the length of the stalk, and they got caught in my teeth. When I help my mother in the kitchen, I always pull the strings out before slicing celery.

I pulled the strings out of my stalk. *Z-z-zip, z-z-zip*. My brother followed suit. *Z-z-zip, z-z-zip, z-z-zip*. To my left, my parents were taking care of their own stalks. *Z-z-zip, z-z-zip, z-z-zip*.

50 Suddenly I realized that there was dead silence except for our zipping. Looking up, I saw that the eyes of everyone in the room were on our family. Mr. and Mrs. Gleason, their daughter Meg, who was my friend, and their neighbors the Badels—they were all staring at us as we busily pulled the strings of our celery. **C**

That wasn't the end of it. Mrs. Gleason announced that dinner was served and invited us to the dining table. It was lavishly covered with platters of food, but we couldn't see any chairs around the table. So we helpfully carried over
60 some dining chairs and sat down. All the other guests just stood there.

Vocabulary

lavishly (lav'ish lē) *adv.* generously; in a way that provides more than is necessary

Reading
Coach

Mrs. Gleason bent down and whispered to us, “This is a buffet dinner. You help yourselves to some food and eat it in the living room.”

Our family beat a retreat back to the sofa as if chased by enemy soldiers. For the rest of the evening, too mortified to go back to the dining table, I nursed¹ a bit of potato salad on my plate.

Next day Meg and I got on the school bus together. I wasn’t sure how she would feel about me after the spectacle our family made at the party. But she was just the same as usual, and the only reference she made to the party was, “Hope you and your folks got enough to eat last night. You certainly didn’t take very much. Mom never tries to figure out how much food to prepare. She just puts everything on the table and hopes for the best.”

I began to relax. The Gleasons’ dinner party wasn’t so different from a Chinese meal after all. My mother also puts everything on the table and hopes for the best.

Meg was the first friend I had made after we came to America. I eventually got acquainted with a few other kids in school, but Meg was still the only real friend I had. **D**

My brother didn’t have any problems making friends. He spent all his time with some boys who were teaching him baseball, and in no time he could speak English much faster than I could—not better, but faster.

I worried more about making mistakes, and I spoke carefully, making sure I could say everything right before opening my mouth. At least I had a better accent than my parents, who never really got rid of their Chinese accent, even years later. My parents had both studied English in school before coming to America, but what they had studied was mostly written English, not spoken. **E**

1. To *nurse* food or a drink is to eat or drink it slowly so it will last longer.

Vocabulary

mortified (môr’ tə fīd’) *adj.* greatly embarrassed

Understanding

Difficult Words You probably know more about how to figure out hard words than you think. Look at the highlighted sentence here. The word *retreat* is hard, but look at what comes next—the words “back to the sofa as if chased by enemy soldiers.” If enemies are chasing you, you’re going to move back, away from the danger. That’s what *retreat* means.

Mark the text

When you get to the word *acquainted* in line 81, underline or highlight it. Then use the clues around the word to decide what it means. Write the definition on the lines here. **D**

FOLDABLES™

Don’t forget about your **Foldable!** As you read, jot down both the good things and the unpleasant things that happen to the narrator and her family. **E**

word power

Reading a Footnote Look at the bottom of this page. Just below the text of the story, there is a numbered note, called a **footnote**. A footnote tells you about an unusual word or idea in the story. The word or phrase in the story has the same number above it. Check it out.

Think It Over

Draw Conclusions

When you use details or ideas from a story to say something more important about the characters or events, you are **drawing a conclusion**. **F**

Mark the text

1) Underline or highlight the sentence where you learn that Mr. Lin is carefully studying English verbs. 2) Mark where you learn that Mrs. Lin is memorizing lists of polite English phrases. 3) Mark the sentence that shows what the narrator is worried about. Now, check the important idea that you can conclude from these details.

- ☐ The Lins are being unkind.
- ☐ The Lins are trying to fit in.
- ☐ The Lins are trying to learn as many languages as they can.

Father's approach to English was a scientific one. Since Chinese verbs have no tense, he was fascinated by the way English verbs changed form according to whether they were in the present, past imperfect, perfect, pluperfect, future, or future perfect tense. He was always making diagrams of verbs and their inflections,² and he looked for opportunities

100 to show off his mastery of the pluperfect and future perfect tenses, his two favorites. "I shall have finished my project by Monday," he would say smugly.

Mother's approach was to memorize lists of polite phrases that would cover all possible social situations. She was constantly muttering things like "I'm fine, thank you. And you?" Once she accidentally stepped on someone's foot, and hurriedly blurted, "Oh, that's quite all right!" Embarrassed by her slip, she resolved to do better next time. So when someone stepped on *her* foot, she cried, "You're welcome!"

110 In our own different ways, we made progress in learning English. But I had another worry, and that was my appearance. My brother didn't have to worry, since Mother bought him blue jeans for school, and he dressed like all the other boys. But she insisted that girls had to wear skirts. By the time she saw that Meg and the other girls were wearing jeans, it was too late. My school clothes were bought already, and we didn't have money left to buy new outfits for me. We had too many other things to buy first, like furniture, pots, and pans. **F**

120 The first time I visited Meg's house, she took me upstairs to her room, and I wound up trying on her clothes. We were pretty much the same size, since Meg was shorter and thinner than average. Maybe that's how we became friends in the first place. Wearing Meg's jeans and T-shirt, I looked at myself in

2. An *inflection* is the form a verb takes in each tense—*go*, *went*, and *gone*, for example.

Vocabulary

smugly (smug'lē) *adv.* in a self-satisfied way

the mirror. I could almost pass for an American—from the back, anyway. At least the kids in school wouldn't stop and stare at me in the hallways, which was what they did when they saw me in my white blouse and navy blue skirt that went a couple of inches below the knees. **G**

When Meg came to my house, I invited her to try on my Chinese dresses, the ones with a high collar and slits up the sides. Meg's eyes were bright as she looked at herself in the mirror. She struck several sultry poses,³ and we nearly fell over laughing.

The dinner party at the Gleasons' didn't stop my growing friendship with Meg. Things were getting better for me in other ways too. Mother finally bought me some jeans at the end of the month, when Father got his paycheck. She wasn't in any hurry about buying them at first, until I worked on her. This is what I did. Since we didn't have a car in those days, I often ran down to the neighborhood store to pick up things for her. The groceries cost less at a big supermarket, but the closest one was many blocks away. One day, when she ran out of flour, I offered to borrow a bike from our neighbor's son and buy a ten-pound bag of flour at the big supermarket. I mounted the boy's bike and waved to Mother. "I'll be back in five minutes!" **H**

Before I started pedaling, I heard her voice behind me. "You can't go out in public like that! People can see all the way up to your thighs!"

"I'm sorry," I said innocently. "I thought you were in a hurry to get the flour." For dinner we were going to have pot-stickers (fried Chinese dumplings), and we needed a lot of flour.

"Couldn't you borrow a girl's bicycle?" complained Mother. "That way your skirt won't be pushed up." **I**

3. When Meg strikes *sultry poses*, she is trying out different looks that she thinks are seductive or flirty.

Reading Focus

Connect The narrator, or storyteller, tells about how kids in school stared at her when she wore a certain blouse and skirt. Think about a time when you felt like you weren't wearing the "right" clothes. Jot your thoughts on the lines below. **G**

READ ALOUD

Build Fluency Find a quiet place and practice reading the boxed passage aloud. Reread the passage several times until your reading sounds smooth and natural. **H**

Reading Focus

Clarify Why does the storyteller's mother send her to the store? Look back at the story and write your answer on the lines below. **I**



Reading Check

Step 1 Ask yourself, Do I understand what I've read so far? Think carefully. You marked important and interesting places in the story with stars and exclamation marks, but did you put a question mark next to anything? Here are some things to do to help answer your questions.

- Reread hard sentences more slowly or read them aloud.
- Read on to see if what happens next answers your question.
- Ask a classmate or a teacher, parent, or other adult for help.

Step 2 Now take a minute to think about the storyteller, or narrator. Write one sentence that tells the problem she is having. Not sure? Go back and find the answer in the story.



Predict Read the highlighted sentence. On the lines below, write what you think will happen at the Lakeview restaurant. **1**

"There aren't too many of those around," I said. "Almost all the girls wear jeans while riding a bike, so they don't see any point buying a girl's bike."

We didn't eat pot-stickers that evening, and Mother was thoughtful. Next day we took the bus downtown and she bought me a pair of jeans. In the same week, my brother made the baseball team of his junior high school, Father started taking driving lessons, and Mother discovered rummage sales. We soon got all the furniture we needed, plus a dart board and a 1,000-piece jigsaw puzzle (fourteen hours later, we discovered that it was a 999-piece jigsaw puzzle). There was hope that the Lins might become a normal American family after all.



Reading Check

170 Then came our dinner at the Lakeview restaurant. **1**



Did You Know?

The headwaiter is wearing a formal suit with a jacket that has long panels in the back. This kind of suit is called *tails* because the panels look like the tail of a bird.

180

The Lakeview was an expensive restaurant, one of those places where a headwaiter dressed in tails conducted you to your seat, and the only light came from candles and flaming desserts. In one corner of the room a lady harpist played tinkling melodies.

Father wanted to celebrate, because he had just been promoted. He worked for an electronics

company, and after his English started improving, his superiors⁴ decided to appoint him to a position more suited to his training. The promotion not only brought a higher salary but was also a tremendous boost to his pride.

4. At work, Father's *superiors* are his managers or bosses.

Up to then we had eaten only in Chinese restaurants. Although my brother and I were becoming fond of hamburgers, my parents didn't care much for western food, other than chow mein.

But this was a special occasion, and Father asked his coworkers to recommend a really elegant restaurant. So there we were at the Lakeview, stumbling after the headwaiter in the murky dining room.

At our table we were handed our menus, and they were so big that to read mine I almost had to stand up again. But why bother? It was mostly in French, anyway. **K**

Father, being an engineer, was always systematic. He took out a pocket French dictionary. "They told me that most of the items would be in French, so I came prepared." He even had a pocket flashlight, the size of a marking pen. While Mother held the flashlight over the menu, he looked up the items that were in French.

"*Pâté en croûte*,"⁵ he muttered. "Let's see . . . *pâté* is paste . . . *croûte* is crust . . . hmm . . . a paste in crust."

The waiter stood looking patient. I squirmed and died at least fifty times.

At long last Father gave up. "Why don't we just order four complete dinners at random?"⁶ he suggested. **L**

"Isn't that risky?" asked Mother. "The French eat some rather peculiar things, I've heard."

"A Chinese can eat anything a Frenchman can eat," Father declared.

The soup arrived in a plate. How do you get soup up from a plate? I glanced at the other diners, but the ones at the

Literary Element

Point of View In the first-person point of view, the storyteller explains her thoughts and feelings. We see everything through her eyes. **K**

190

Mark the text

Underline or highlight the words that show how the storyteller feels about the restaurant menus. In your own words, explain her feelings on the lines below.

200

Reading Coach

Understanding Difficult Words You'll see a couple of ways to discover the meaning of difficult words on this page. Remember that underlined vocabulary words have **definitions** at the bottom of the page. And don't forget to read the **footnotes** as well. Did you forget what they are? They're the numbered sentences that tell you something about an unusual word or idea. **L**

210

5. Father is partly right. *Pâté en croûte* (pä-tā ən krōōt') is finely ground meat baked in a small pie shell.

6. If you do something *at random*, you don't have a plan.

Vocabulary

systematic (sis'tə mat'ik) *adj.* well-organized; following a certain way of doing things

Reading Focus

Visualize Think about the lady harpist and the waiter. Can you picture what they must have looked like as they listened to the Lin family slurp their soup? In the frame below, quickly sketch how you picture the expression on the face of either the harpist or the waiter.

M

Your Sketch

Reading Focus

Connect What would you have done if you had been in the storyteller's place, listening to your family slurp soup loudly? **N**

nearby tables were not on their soup course, while the more distant ones were invisible in the darkness.

Fortunately my parents had studied books on western etiquette⁷ before they came to America. "Tilt your plate," whispered my mother. "It's easier to spoon the soup up
220 that way."

She was right. Tilting the plate did the trick. But the etiquette book didn't say anything about what you did after the soup reached your lips. As any respectable Chinese knows, the correct way to eat your soup is to slurp. This helps to cool the liquid and prevent you from burning your lips. It also shows your appreciation.

We showed our appreciation. *Shloop*, went my father. *Shloop*, went my mother. *Shloop, shloop*, went my brother, who was the hungriest.

230 The lady harpist stopped playing to take a rest. And in the silence, our family's consumption of soup suddenly seemed unnaturally loud. You know how it sounds on a rocky beach when the tide goes out and the water drains from all those little pools? They go *shloop, shloop, shloop*. That was the Lin family, eating soup.

At the next table a waiter was pouring wine. When a large *shloop* reached him, he froze. The bottle continued to pour, and red wine flooded the tabletop and into the lap of a customer. Even the customer didn't notice anything at first,

240 being also hypnotized by the *shloop, shloop, shloop*. **M**

It was too much. "I need to go to the toilet," I mumbled, jumping to my feet. A waiter, sensing my urgency, quickly directed me to the ladies' room. **N**

I splashed cold water on my burning face, and as I dried myself with a paper towel, I stared into the mirror. In this perfumed ladies' room, with its pink-and-silver wallpaper and

7. Books on *etiquette* discuss manners and polite behavior.

Vocabulary

consumption (kən sump' shən) *n.* the act of eating, drinking, or using up

marbled sinks, I looked completely out of place. What was I doing here? What was our family doing in the Lakeview restaurant? In America? **O**

The door to the ladies' room opened. A woman came in and glanced curiously at me. I retreated into one of the toilet cubicles and latched the door.

Time passed—maybe half an hour, maybe an hour. Then I heard the door open again, and my mother's voice. "Are you in there? You're not sick, are you?" **P**

There was real concern in her voice. A girl can't leave her family just because they slurp their soup. Besides, the toilet cubicle had a few drawbacks as a permanent residence. "I'm all right," I said, undoing the latch.

Mother didn't tell me how the rest of the dinner went, and I didn't want to know. In the weeks following, I managed to push the whole thing into the back of my mind, where it jumped out at me only a few times a day. Even now, I turn hot all over when I think of the Lakeview restaurant.

But by the time we had been in this country for three months, our family was definitely making progress toward becoming Americanized. I remember my parents' first PTA⁸ meeting. Father wore a neat suit and tie, and Mother put on her first pair of high heels. She stumbled only once. They met my homeroom teacher and beamed as she told them that I would make honor roll soon at the rate I was going. Of course Chinese etiquette forced Father to say that I was a very stupid girl and Mother to protest that the teacher was showing favoritism toward me. But I could tell they were both very proud. **Q**

The day came when my parents announced that they wanted to give a dinner party. We had invited Chinese friends to eat with us before, but this dinner was going to be different. In addition to a Chinese-American family, we were going to invite the Gleasons.

8. PTA stands for Parent-Teacher Association.

Reading Focus

Predict Do the story events match your prediction from page 22? No? Don't worry. It's fun when the story surprises you! **O**

Reading Focus

Clarify Why is the storyteller's mother worried about her? **P**

Mark the text

Underline or highlight the words or sentences that show why the mother is worried. Write your answer on the lines below.

Think It Over

Draw Conclusions

Reread the boxed text. There are three details that support the conclusion that the Lin family is beginning to fit in to their life in the United States. Underline or highlight one detail about the father, one about the mother, and one about the storyteller. Write those details on the lines below. **Q**

Your Notes

“Gee, I can hardly wait to have dinner at your house,” Meg said to me. “I just *love* Chinese food.”

That was a relief. Mother was a good cook, but I wasn’t sure if people who ate sour cream would also eat chicken gizzards stewed in soy sauce.

Mother decided not to take a chance with chicken gizzards. Since we had western guests, she set the table with large dinner plates, which we never used in Chinese meals. In fact we didn’t use individual plates at all, but picked up
290 food from the platters in the middle of the table and brought it directly to our rice bowls. Following the practice of Chinese-American restaurants, Mother also placed large serving spoons on the platters.

The dinner started well. Mrs. Gleason exclaimed at the beautifully arranged dishes of food: the colorful candied fruit in the sweet-and-sour pork dish, the noodle-thin shreds of chicken
300 meat stir-fried with tiny peas, and the glistening pink prawns in a ginger sauce.



Did You Know?

Prawns are large shrimp.

At first I was too busy enjoying my food to notice how the guests were doing. But soon I remembered my duties. Sometimes guests were too polite to help themselves and you had to serve them with more food.

I glanced at Meg, to see if she needed more food, and my eyes nearly popped out at the sight of her plate. It was piled with food: the sweet-and-sour meat pushed right against the
310 chicken shreds, and the chicken sauce ran into the prawns. She had been taking food from a second dish before she finished eating her helping from the first! **R**

Horried, I turned to look at Mrs. Gleason. She was dumping rice out of her bowl and putting it on her dinner plate. Then she ladled prawns and gravy on top of the rice

Reading Focus

Clarify Reread the boxed paragraph. Underline or highlight the words that tell

what Meg’s plate looked like. Why did Meg’s plate look the way it did? Use your own words to answer the question on the lines below. **R**

and mixed everything together, the way you mix sand, gravel, and cement to make concrete.

I couldn't bear to look any longer, and I turned to Mr. Gleason. He was chasing a pea around his plate. Several times he got it to the edge, but when he tried to pick it up with his chopsticks, it rolled back toward the center of the plate again. Finally he put down his chopsticks and picked up the pea with his fingers. He really did! A grown man! **S**

All of us, our family and the Chinese guests, stopped eating to watch the activities of the Gleasons. I wanted to giggle. Then I caught my mother's eyes on me. She frowned and shook her head slightly, and I understood the message: the Gleasons were not used to Chinese ways, and they were just coping the best they could. For some reason I thought of celery strings.

When the main courses were finished, Mother brought out a platter of fruit. "I hope you weren't expecting a sweet dessert," she said. "Since the Chinese don't eat dessert, I didn't think to prepare any."

"Oh, I couldn't possibly eat dessert!" cried Mrs. Gleason. "I'm simply stuffed!"

Meg had different ideas. When the table was cleared, she announced that she and I were going for a walk. "I don't know about you, but I feel like dessert," she told me, when we were outside. "Come on, there's a Dairy Queen down the street. I could use a big chocolate milkshake!" **T**

Although I didn't really want anything more to eat, I insisted on paying for the milkshakes. After all, I was still hostess.

Meg got her large chocolate milkshake and I had a small one. Even so, she was finishing hers while I was only half done. Toward the end she pulled hard on her straws and went *shloop, shloop*.

Reading Focus

Clarify Was Mr. Gleason really chasing a pea around his plate? What was he doing? **S**

320



330

Infer What can you guess about Meg from reading this paragraph? **T**

340

Vocabulary

cope (kōp) *v.* to deal with something successfully



Reading Check

Step 1 Now that you've finished reading, look back over the notes you wrote and the passages you marked. Review your **Foldable**. Think about the good things and the unpleasant things that happen to the Lins in "The All-American Slurp." Do you think the narrator still feels like an outsider at the end of the story? Write your answer on the lines below.

Step 2 Now think about what you wrote in the **Quickwrite** activity about feeling like an outsider. What is one important thing to remember about how to treat people who are not like you? Write a sentence describing your thoughts and feelings.

Hot Words

Choose three words, either from the underlined vocabulary words or from the words you circled as you read. Write them in your **Hot Words Journal** and do an activity listed there.

"Do you always slurp when you eat a milkshake?" I asked,
350 before I could stop myself.

Meg grinned. "Sure. All Americans slurp."



Reading Check

Going Solo

Clarify

What helps? Here are some of the ways you cleared up questions about the story.

- Go back and reread the hard part more slowly.
- Ask questions about the things you don't understand.
- Read further to see if that helps you.

Which one of these was the most helpful to you? Circle the strategy, or plan, you used the most and tell why you used it.

Buddy Up

Understanding Difficult Words

1. Making Sense While you were reading the story, you tried to figure out the meanings of several words you didn't know by looking at the definitions at the bottom of the page or finding context clues to help you understand the words. With a partner, figure out the meaning of the word *resolved* in line 108 on page 20. Write a definition in your own words on the lines below.

2. Your Turn With a partner, review the story to find a word you don't know. Then use a strategy to figure out the meaning of that word. After you agree on a definition, use the word correctly in a sentence. Write the sentence on the lines below.

TeamWork

Draw Conclusions

1. Thinking about Character Read these sentences: "Although I didn't really want anything more to eat, I insisted on paying for the milkshakes. After all, I was still hostess." When the storyteller tells readers that she *insisted* on paying for the milkshakes, what can you conclude about her character? With your group, discuss what you know about the storyteller's character and about the word *insisted*. Then draw a conclusion about her. Be sure your group can support its ideas with details from the story. Write your conclusion on the lines below.

2. Growing and Changing With your group, discuss how the storyteller's feelings change from the beginning of the story to the end. Jot down notes about your ideas. Use details from the story to support your conclusion. Then think of one word to describe the storyteller at the beginning of the story and a different word to describe her at the end. Use the words you chose to complete the sentences below.

At the beginning, the storyteller feels _____.

At the end, the narrator feels _____.

Literary Element

➔ Point of View

Point of view is the way that the storyteller is related to the story. The narrator, or storyteller, in "The All-American Slurp" is one of the characters in the story. She uses words like *I*, *we*, and *our*, and the reader sees everything that happens through her eyes. These clues tell you that the story is told in the **first-person point of view**. Look at "The All-American Slurp." Find four sentences in which the storyteller uses first-person words—*I*, *me*, *my*, *mine*, *we*, *us*, or *our*—to tell her story. Write your sentences in the boxes here.

FIRST-PERSON
STORYTELLER

Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

- What upsets the narrator at the restaurant?
 - Her brother tells jokes.
 - Her family arrives late.
 - Her family slurps soup.
 - Her father yells at the waiter.
- How does the storyteller's mother help her to fit in?
 - Her mother lets her cook.
 - Her mother teaches her English.
 - Her mother buys her some jeans.
 - Her mother takes her to a fancy restaurant.

Write your answer to open-ended question A in the space provided below.

- A. What does the storyteller learn from seeing the table manners of the Gleason family? Use details from the story to support your answer.

Multiple-Choice Questions

1. ☐ A ☐ B ☐ C ☐ D 2. ☐ F ☐ G ☐ H ☐ I

Open-Ended Question

A. _____



Vocabulary Check

From the word list, write the word that belongs in the blank in each sentence.

lavishly *adv.*

generously; in a way that provides more than is necessary

mortified *adj.* greatly embarrassed

smugly *adv.* in a self-satisfied way

systematic *adj.* well-organized; following a certain way of doing things

consumption *n.* the act of eating, drinking, or using up

cope *v.* to deal with something successfully

- Anna grinned when I lost the game. "I told you so!" she said _____.
- Tony had to _____ with losing his glasses one day at school.
- I spilled juice on the carpet. Everyone laughed, and I felt _____.
- Very little rain fell. People had to limit their _____ of water.
- Are the Nelsons rich? Their home is decorated very _____.
- We found the wallet only after a _____ search of all the rooms.

GET READY TO READ!

SHORT STORY

Connect

Quickwrite Is what you wear important to you, or is one outfit as good as the next? Quickwrite on the lines below about how important clothes are to you. Give some reasons for your feelings.

In this short story, you'll read about a boy named Hector who feels unhappy about something he has to wear to his school graduation.

Did You Know?

Building Background At graduation ceremonies, many schools honor students who have earned very good grades. The student who has the best grades is called the valedictorian.

- Often the valedictorian is asked to give a speech during the graduation ceremony.
- Valedictorians sometimes receive gifts, money, scholarships, and other honors for their hard work in school.

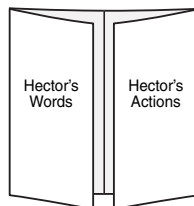
Reason to Read

Setting a Purpose for Reading Read to find out what Hector learns as he worries about the shoes he has to wear to his graduation.

FOLDABLES™ Graphic Organizer

As you read, use the following **Foldable** to keep track of Hector's words and actions. What he says and does will help you discover what Hector learns.

1. Place a sheet of paper in front of you so that the long side is at the top. Fold each side in to the center to divide the paper into three sections. You will have a left and right tab and a wide middle section underneath the tabs. Draw a line down the center of the wide middle section.
2. Write **Hector's Words** on the left tab and **Hector's Actions** on the right tab.
3. Under the left tab, write examples of what Hector says about the shoes. Under the right tab, write examples of what Hector does about the shoes.



word power

Vocabulary Preview

Read the definitions of these vocabulary words from "Shoes for Hector." Use the guides in parentheses () to help you say each word out loud. Then, when you see a vocabulary word in the story, look at the definition at the bottom of the page. If the meaning still isn't clear, use the words and ideas around the vocabulary word (the context clues) to help you figure out the meaning. Still stuck? Ask for help.

sulking (sulk'ing) *adj.* silent and unfriendly; p. 35

resigned (ri zīnd') *adj.* accepting or giving in unhappily but without complaint; p. 36

inscription (in skrip'shən) *n.* something that is written, carved, or marked on a surface; p. 38

Hot Words Journal

As you read, circle words that you want to know more about. They might be words you really like or words that you don't understand. Later you may add them to your **Hot Words Journal** at the back of this book.

What You'll Learn

Key Goals As you read, look for notes about these important skills. The notes will help you understand the story better.

🔑 **Reading Focus:** Connect

🔑 **Think It Over:** Analyze

🔑 **Literary Element:** Theme

🔑 **Reading Coach:** Understanding Dialogue

Shoes for Hector

Nicholasa Mohr

Hector's mother had gone to see Uncle Luis the day before graduation, and he had come by the same evening. Everyone sat in the living room watching Uncle Luis as he took a white box out of a brown paper bag. Opening the box, he removed a pair of shiny, light-caramel-colored shoes with tall heels and narrow, pointed toes. Holding them up proudly, he said, "Set me back twelve bucks, boy!"

Everyone looked at Hector and then back at Uncle Luis. "Here you go, my boy. . . ." He gestured toward Hector. "Try them on."
"I'm not gonna try those things on!" Hector said.
"Why not?" asked Uncle Luis. "What's wrong with them? They are the latest style, man. Listen, boy, you will be a *la moda*¹ with these." **A**

"They . . . they're just not my type. Besides, they don't go with my suit—it's navy blue. Those shoes are orange!" Hector's younger brothers and sister looked at each other and began to giggle and laugh. **B**

"Shut up, you dummies!" Hector shouted angrily.

"Hector, what is the matter with you?" his mother asked.
"That's no way to behave."

1. The Spanish expression *a la moda* (ä' lä mö'dä) means "in fashion; stylish."

Reading Coach

Understanding

Dialogue The talk that takes place between characters in a story is called **dialogue**. The words that characters say are set off by a set of marks called quotation marks (""). Often, but not always, the writer will tell you who is speaking. Look at the boxed text. Which two characters are speaking? Write your answer below. **A**

Reading Focus

Connect

Connect your life with Hector's. Think about a time when someone gave or lent you something that you didn't like. Jot your thoughts down on the lines below. **B**

Think It Over

Key Analyze To understand a character, you must look closely at what he or she says and does. Look at the following model for thinking about Hector's character. **C**

Model: *Hector really wants to fit in and look good. It's also clear that he is angry with his parents for spending money on a party. Yet Hector does not say a word. I think Hector is being quiet because he loves and respects his parents.*

Keep This in Mind

Use these marks to show your thoughts as you read.

- ? I have a question about something here.
- ! This caught my eye.
- ★ Here is something I should remember.

Hot Words

Mark the text

Choose your own words

As you keep reading, circle any words you really want to remember or ones that you don't understand. You'll come back to these words later.

"I'd rather wear my sneakers than those, Mami. You and Papi promised to buy me shoes. You didn't say nothing about wearing Uncle Luis's shoes."

"Wait a minute, now. Just wait a minute," Hector's father said. "We know, but we just couldn't manage it now. Since your Uncle Luis has the same size foot like you, and he was nice enough to lend you his new shoes, what's the difference?"

30 We done what we could, son; you have to be satisfied."

Hector felt the blood rushing to his face and tried to control his embarrassment and anger. His parents had been preparing his graduation party now for more than a week. They should have spent the money on my shoes instead of on a dumb party, he thought. Hector had used up all the earnings from his part-time job. He had bought his suit, tie, shirt, socks, and handkerchief. His parents had promised to buy him the shoes. Not one cent left, he thought, and it was just too late now.

40 "It's not my fault that they lay me off for three days," his father said, "and that Petie got sick and that Georgie needed a winter jacket and Juanito some . . ."

As his father spoke, Hector wanted to say a few things. Like, No, it's my fault that you have to spend the money for shoes on a party and a cake and everything to impress the neighbors and the familia. Stupid dinner! But instead he remained quiet, and did not say a word. **C**

"Hector . . . come on, my son. Hector, try them on, bendito.² Uncle Luis was nice enough to bring them,"

50 he heard his mother plead. "Please, for me."

"Maybe I can get into Papi's shoes," Hector answered.

"My shoes don't fit you. And your brothers are all younger and smaller than you. There's nobody else. You are lucky Uncle Luis has the same size foot," his father responded.

"O.K., I'll just wear my sneakers," said Hector.

2. *Bendito* (ben dē'tō) means "saint" or "blessed one." Hector's mother is expressing affection.

“Oh, no . . . no, never mind. You don’t wear no sneakers, so that people can call us a bunch of jíbaros!³ You wear them shoes!” his mother said.

“Mami, they are orange!” Hector responded. “And look at them pointed fronts—they go on for a mile. I’m not wearing them.” 60

“Come on, please,” his mother coaxed. “They look nice and brand new, too.”

“Hector!” his father said loudly. “Now, your Uncle Luis was nice enough to bring them, and you are going to try them on.” Everyone was silent and Hector sat sulking. His mother took the shoes from Uncle Luis and over to Hector.

“Here, son, try them on, at least. See?” She held them up. “Look at them. They are not orange, just a light-brown color, that’s all. Only a very light brown.” 70

Without looking at anyone, Hector took the shoes and slowly put them on. No doubt about it, they felt like a perfect fit. **D**

“How about that?” Uncle Luis smiled. “Now you look sharp. Right in style, boy!”

Hector stood up and walked a few paces. He knew what the kids called these shoes; he could hear them. “Roach killers. Man, the greenhorns⁴ wear them shoes to attack the cockroaches that hide in the corners. Man, they go right in there with them points and zap . . . zap . . . and snap . . . they’re dead! Mata-cucaracha⁵ shoes.” In spite of all the smiling faces in the living room, Hector still heard all the 80

3. A *jíbaro* (hē’bā rō) is someone whose parents come from a different country or culture. Hector’s mother is afraid people will think the family is ignorant.

4. Here, Hector uses *greenhorns* to mean “fools.” The word usually refers to beginners.

5. *Mata* (mā’tā) means “killer,” and *cucaracha* (kōō’kə rā’chə) means “cockroach.”

Vocabulary

sulking (sulk’ing) *adj.* silent and unfriendly

FOLDABLES™

Don’t forget about your **Foldable!** As you read, remember to jot down what Hector says about the shoes and what he does about them.

Literary Element

Theme The theme of a story is the main message about life that the author wants you to know. Look closely at what the characters say and do to help you figure out the theme. **D**

Mark the text

Underline or highlight the sentence that shows what Hector does with the shoes when his mother hands them to him. Now think about what message Hector’s actions might show. Jot your thoughts down below.

word power

Using Definitions When you come to a vocabulary word in a sentence, read the word’s definition at the bottom of the page. When you reread the sentence, the word’s meaning should be clearer.



Reading Check

Step 1 Ask yourself, Do I understand what I've read so far? You marked important and interesting passages with stars and exclamation marks, but did you put a question mark next to anything? Here are some things you can do to help answer those questions.

- Read aloud.
- Read more slowly.
- Read on to see if what happens next helps clear up questions.
- Ask a classmate or a teacher, parent, or other adult for help.

Step 2 Now think about the story. In one sentence, tell what the story is about so far. Use the lines below.



Connect Was there ever a time when it seemed like everyone was looking at you? How did you feel? Make a connection on the lines below. **E**

remarks he was sure his friends would make if he wore those shoes.

“O.K., you look wonderful. And it’s only for one morning. You can take them off right after graduation,” his mother said gently.

Hector removed the shoes and put them back in the box, resigned that there was just no way out. At that moment he
90 even found himself wishing that he had not been selected as valedictorian⁶ and wasn’t receiving any honors.

“Take your time, Hector. You don’t have to give them back to me right away. Wear the shoes for the party. So you look good,” he heard Uncle Luis calling out as he walked into his bedroom.

“That stupid party!” Hector whispered out loud.



Reading Check

With a pained expression on his face the next morning, Hector left the apartment wearing Uncle Luis’s shoes. His mother and father walked proudly with him.

100 Hector arrived at the school auditorium and took his place on line. Smiling and waving at him, his parents sat in the audience.

“Hector López . . .” He walked up the long aisle onto the stage. He finished his speech and sat on a chair provided for him on the stage. They called his name again several times, and each time Hector received an honor or prize. Included were a wristwatch and a check for cash. Whenever Hector stood up and walked to the podium,⁷ he prayed that no one would notice his shoes. **E**

6. A class’s highest-ranked student is called the *valuedictorian*, and he or she often gives a speech during the graduation ceremony.

7. A *podium* can be either a small, raised platform or a stand with a slanted shelf for holding a speaker’s papers.

Vocabulary

resigned (ri zīnd’) *adj.* accepting or giving in unhappily but without complaint

Finally, graduation exercises were over and Hector hurried 110 off the stage, looking for his parents. People stopped him and congratulated him on his many honors and on his speech. His school friends shook his hand and they exchanged addresses. Hector found himself engaged in long good-byes. Slowly, people began to leave the large auditorium, and Hector and his parents headed for home. **F**

Hector sat on his bed and took off Uncle Luis's shoes. "Good-bye," he said out loud, making a face, and dropped them into the box. He sighed with relief. No one had even mentioned the shoes, he thought. Man . . . I bet they didn't even notice them. Boy! Was I ever lucky. . . . Nobody said a word. How about that? he said to himself. Reaching under the bed, he took out his sneakers and happily put them on. Never again, he continued, if I can help it. No, sir. I'm gonna make sure I got me shoes to wear! He remembered all the things he won at graduation. Looking at his new wristwatch, he put it on. That's really something, he thought. He took out the check for cash he had received and read, "*Pay to the Order of Hector López . . . The Sum of Twenty-Five Dollars and 00/100 Cents.*" I can't wait to show everybody, he said to himself. 120

Hector left his room and looked into the kitchen. His mother and grandmother were busily preparing more food. He heard voices and music in the living room and quickly walked in that direction. When his younger brothers and sister saw him, they jumped up and down.

"Here's Hector!" Petie yelled.

"Happy Graduation Day, Hector!" everyone shouted.

The living room was full of people. His father was talking to Uncle Luis and some neighbors. Uncle Luis called out, 140 "There he is. Hector! . . . There's my man now." **G**

"Look." Hector's father pointed to a table that was loaded with platters of food and a large cake. The cake had the



Analyze No one makes fun of Hector's shoes at the graduation. In your opinion, why is that? Check the best answer below. **F**

- ☐ Everyone likes the shoes.
- ☐ People are thinking about what a good student Hector is.
- ☐ Hector takes off his uncle's shoes and wears his sneakers instead.

Reading Coach

Understanding Dialogue

Remember that dialogue is what characters say to each other. Underline or highlight the dialogue in the boxed text. Think about what is said. How does Hector's family feel about him? Write your answer on the lines below. **G**

Mark the text



Reading Check

Step 1 Now that you've finished reading, take a few minutes to think about the story. Look over your notes and review your **Foldable**. Now think about the **theme** or main message of this story. What lesson about life does Hector learn? Write your answer below.

Step 2 Now think about your own feelings about Hector and his shoes. Write a message you would like people to learn about the importance of what people wear.

Hot Words

Choose three words, either from the underlined vocabulary words in the story or from the words you circled as you read. Write them in your **Hot Words Journal** at the back of this book and do one of the activities listed there.

inscription "Happy Graduation to Hector." Behind the cake was a large placard printed in bright colors:

HAPPY GRADUATION DAY, HECTOR

FROM ALL YOUR FAMILY

Mami, Papi, Abuelita,⁸ Petie, Georgie,

Juanito, and Millie

150 Rows of multi-colored crepe-paper streamers were strung across the ceiling and walls. Lots of balloons had been blown up and attached to each streamer. A big bell made of bright-red crepe paper and cardboard was set up under the center ceiling light. The record player was going full blast with a loud merengue;⁹ some of the kids were busy dancing. Hector's face flushed when he saw Gloria. He had hoped she would come to the party, and there she was. Looking great, he thought.

Some neighbors came over and congratulated Hector. His 160 friends began to gather around, asking him lots of questions and admiring his wristwatch.

"Show them the check, Hector," his father said proudly. "That's some smart boy; he just kept getting honors! Imagine, they even give him money. . . ."

Hector reached into his jacket pocket and took out the check for twenty-five dollars. He passed it around so that everyone could see it. Impressed, they asked him, "Hey, man. Hector, what you gonna do with all that money?"

"Yeah. Tell us, Hector, what you gonna do?"

170 Hector smiled and shrugged his shoulders. "Buy me a pair of shoes! Any color except orange!" he replied.



Reading Check

8. *Abuelita* (ä'bwə lē'tə) means "grandmother."

9. *Merengue* (mä reng'gā) is the name of a dance.

Vocabulary

inscription (in skrip'shən) *n.* something that is written, carved, or marked on a surface

Going Solo

Connect

That Is So Me! Hector is someone who worries about what other kids will say about him. He is also a good student, a loving family member, and a kind person who does not want to hurt others' feelings. What part of Hector's character did you best connect with? Write your thoughts below.

Buddy Up

Understanding Dialogue

1. Get into Character You can learn a lot about characters from what they say to each other. With a partner, reread aloud the section of dialogue from pages 34–35, lines 48–70. Discuss what you learned about the characters. Write your ideas below.

2. What Would He Say? Hector's father tries to explain why Hector can't have new shoes. "It's not my fault that they lay me off for three days," his father said, "and that Petie got sick and that Georgie needed a winter jacket and Juanito some . . ."
The story tells us that Hector did not reply. Working with a partner, reread that part of the story on page 34. Then, using your own words, write what Hector might have said.

TeamWork

Analyze

1. What Speaks Louder? Can you tell more about Hector from the things he *says* or the things he *does*? With your group, debate this question and write your conclusion below.

2. Hector's Family You know what Hector is like. What would you say about the other people in his family? With your group, discuss Hector's mother, father, and Uncle Luis. Review the story and look at the things they say and do. Then write two words that would best describe each of the three characters.

Hector's mother:

Hector's father:

Uncle Luis:

Literary Element

← Theme

Theme is the message about life that the author wants readers to learn. What happens in the story and what the characters do and say most often point to the writer's message. Even the setting, the time and place of the story, can help you find the theme.

In the gray box at the top of the graphic organizer, write the theme of "Shoes for Hector." In the columns below, write three details from the story—something that happens or something a character says or does—that help show the writer's message.

Theme:		
DETAIL	DETAIL	DETAIL

Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

1. Why doesn't Hector want to wear his uncle's shoes?
 - A. He thinks he will lose them.
 - B. He thinks people will make fun of him.
 - C. He thinks he will get them dirty at the party.
 - D. He thinks he cannot repay his uncle for them.
2. At the graduation, what does Hector find out about the shoes?
 - F. that they do not fit
 - G. that nobody notices them
 - H. that everyone makes fun of them
 - I. that everyone thinks they look great

Write your answer to open-ended question A in the space provided below.

- A. How does Hector feel when the graduation is over? Use details from the story to support your answer.

Multiple-Choice Questions

1. Ⓐ Ⓑ Ⓒ Ⓓ 2. Ⓕ Ⓖ Ⓗ Ⓘ

Open-Ended Question

A. _____



Vocabulary Check

Write the word from the word list that belongs in the blank in each sentence.

sulking *adj.* silent and unfriendly

resigned *adj.* accepting or giving in unhappily but without complaint

inscription *n.* something that is written, carved, or marked on a surface

1. My parents wrote an _____ inside the book they gave me.
2. Ted became angry at his friends and sat _____ for the rest of the day.
3. Jane did not like her new winter jacket, but she was _____ to wearing it.

GET READY TO READ!

THE SHORT STORY

Connect

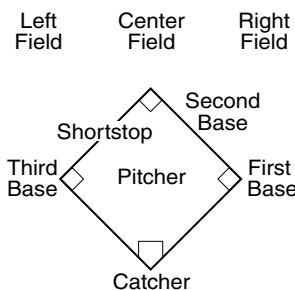
Group Brainstorm Everybody has disagreements with friends. That's a fact of life. Your best friend might say something to hurt your feelings, or you might forget your friend's birthday. How do you get past those tricky times? Brainstorm ways that you keep your friendships going even through fights and hurt feelings. Write your ideas here.

In this short story, you'll read about two good friends who are in the middle of an argument.

Did You Know?

Building Background "The Southpaw" is written as a series of short letters between two young people. Some of the letters talk about baseball.

- In baseball, a **pitcher** throws a hardball for a **batter** on the other team to hit. The pitcher tries to get the batter **out**, either with a **strikeout** or by getting the batter to hit the ball to a **fielder** who catches the ball.
- Besides the pitcher, there are eight fielders on a baseball team. Each position requires different skills. Look at the diagram here to see the fielders' positions.
- The **batting average** shows how well a batter is hitting. A player with a batting average of .300 or higher is an excellent hitter.
- Southpaw** is another word for a left-handed person. In baseball, southpaw usually refers to a pitcher.



Reason to Read

Setting a Purpose for Reading Read to find out how two young people use letters to repair their friendship.

word power

Vocabulary Preview

Read the definitions of these words from "The Southpaw." Use the guides in parentheses () to help you say each word out loud. Then, when you see a vocabulary word in the story, look at the definition at the bottom of the page. If the meaning still isn't clear, use the words and ideas around the vocabulary word (the context clues) to help you figure out the meaning. Still stuck? Ask for help.

former (fôr'mər) *adj.* in the past; p. 43

cavity (kav'ə tē) *n.* a hollow space in a tooth, caused by decay; any hollow place or hole, p. 43

laughingstock (laf'ing stok') *n.* a person or thing that is made fun of; p. 45

sprain (sprān) *v.* to twist painfully; p. 46

Hot Words Journal

As you read, circle words that you want to know more about. They might be words you really like or words that you don't understand. After you read, choose three circled words and add them to your **Hot Words Journal** at the back of this book. Complete one of the activities there.

What You'll Learn

Key Goals As you read, look for notes about these important skills. The notes will help you understand the story better.

🔑 **Reading Focus:** Respond

🔑 **Think It Over:** Interpret

🔑 **Literary Element:** Characterization

🔑 **Reading Coach:** Following Text Structure

The Southpaw

Judith Viorst

Dear Richard,

Don't invite me to your birthday party because I'm not coming. And give back the Disneyland sweatshirt I said you could wear. If I'm not good enough to play on your team, I'm not good enough to be friends with.

Your former friend,
Janet

P.S. I hope when you go to the dentist he finds twenty cavities.

Dear Janet,

Here is your stupid Disneyland sweatshirt, if that's how you're going to be. I want my comic books now—finished or not. No girl has ever played on the Mapes Street baseball team, and as long as I'm captain, no girl ever will.

Your former friend,
Richard

P.S. I hope when you go for your checkup you need a tetanus¹ shot.

1. Tetanus (tet'ən əs) is a disease caused by germs that usually enter the body through a cut.

Vocabulary

former (fôr'mər) *adj.* in the past

cavity (kav'ə tē) *n.* a hollow space in a tooth, caused by decay;
any hollow place or hole

Reading Coach

Following Text

Structure This story looks different from most short stories. You can see that it's a series of letters, or notes, between two characters. Look at the highlighted lines of dashes. They tell you where one character's note ends and the other's begins. To follow the story, you'll need to keep in mind who's speaking in each note. **A**

Model: The first letter says "Dear Richard," so I know the note is to Richard. I'll look at the end of the note for the name of the person writing. It says "Janet." So this letter is from Janet to Richard. Janet is the speaker here.

10

Mark the text

Circle the name of the speaker in the second letter.

word power

Word Origins Learning about where a word comes from can help you remember it. The word *cavity* comes from the Latin word *cavus*, which means "hollow." The word *cave* also has the same origin.



Infer Janet's postscript (abbreviated *P.S.* in the note) says that Richard's team lost its first game. **B**



Underline or highlight the score of the game. What can you guess about Richard's team from the score? Write your answer below.



Interpret What does Richard mean when he says that Janet should learn knitting? **C**



Respond How do you feel about the things Richard and Janet have said to each other on this page? Jot down your thoughts. **D**

Dear Richard,

- 20 I'm changing my goldfish's name from Richard to Stanley. Don't count on my vote for class president next year. Just because I'm a member of the ballet club doesn't mean I'm not a terrific ballplayer.

Your former friend,
Janet

P.S. I see you lost your first game, 28–0. **B**

Dear Janet,

- I'm not saving any more seats for you on the bus. For all I care you can stand the whole way to school. Why don't you
30 forget about baseball and learn something nice like knitting? **C**

Your former friend,
Richard

P.S. Wait until Wednesday.

Dear Richard,

My father said I could call someone to go with us for a ride and hot-fudge sundaes. In case you didn't notice, I didn't call you.

Your former friend,
Janet

- 40 P.S. I see you lost your second game, 34–0.

Dear Janet,

Remember when I took the laces out of my blue-and-white sneakers and gave them to you? I want them back.

Your former friend,
Richard

P.S. Wait until Friday. **D**

Dear Richard,

Congratulations on your unbroken record. Eight straight losses, wow! I understand you're the laughingstock of New Jersey.

Your former friend,
Janet

P.S. Why don't you and your team forget about baseball and learn something nice like knitting maybe.

Dear Janet,

Here's the silver horseback-riding trophy that you gave me. I don't think I want to keep it anymore.

Your former friend,
Richard

P.S. I didn't think you'd be the kind who'd kick a man when he's down.²

Dear Richard,

I wasn't kicking exactly. I was kicking back. **E**

Your former friend,
Janet

P.S. In case you were wondering, my batting average is .345. **F G**

2. The expression *kick a man when he's down* means "to be unkind to a person who already has a lot of problems."

Vocabulary

laughingstock (laf'ing stok') *n.* a person or thing that is made fun of

Literary Element

Characterization What an author does to show you a character's personality is called **characterization**. In this story, what the characters say in their letters shows you what they are like. Look at the highlighted sentences on this page. On the lines below, write what you learn about Janet from what she says. **E**



Interpret What does Janet mean to do by including her batting average in the letter's postscript? **F**



Respond At this point, how do you feel about Richard and Janet's friendship? Write your thoughts below. **G**



Infer Look at Richard's notes on this page. **H**

Mark the text Underline or highlight the three offers (one in each note) that Richard makes to Janet. Then mark Richard's signature in each note. What can you guess about Richard's feelings in these notes? Write your answer below.

Literary Element

Characterization

Mark the text Circle Janet's response in the two notes she writes back to Richard. What do you learn about her from her repeated answer to his offers? **I**

Literary Element

Characterization What do you learn about Richard from his notes on this page? Jot your thoughts below. **J**

Dear Janet,

Alfie is having his tonsils out tomorrow. We might be able to let you catch next week.

70

Richard

Dear Richard,

I pitch.

Janet

Dear Janet,

Joel is moving to Kansas and Danny sprained his wrist. How about a permanent place in the outfield?

Richard **H**

Dear Richard,

I pitch. **I**

80

Janet

Dear Janet,

Ronnie caught the chicken pox and Leo broke his toe and Elwood has these stupid violin lessons. I'll give you first base, and that's my final offer. **J**

Richard

Vocabulary

sprain (sprān) *v.* to twist painfully

Dear Richard,

Susan Reilly plays first base, Marilyn Jackson catches, Ethel Kahn plays center field, I pitch. It's a package deal.

Janet

P.S. Sorry about your 12-game losing streak.

Dear Janet,

Please! Not Marilyn Jackson.

Richard

Dear Richard,

Nobody ever said that I was unreasonable. How about Lizzie Martindale instead? **K**

Janet

Dear Janet,

At least could you call your goldfish Richard again?

Your friend,

Richard



Reading Check



Monitor Comprehension

Think about what is happening

here. How is the relationship between Richard and Janet changing? Write an answer on the lines below. **K**

90



Reading Check

Step 1 Review the answers you wrote and the parts you marked as you read. Take a moment to think about the story. How do Richard and Janet get past the argument that makes them so angry at the beginning of the story?

100

Step 2 Now think about your own feelings about fighting with friends. What do you think is the best way to keep friendships going even through arguments and hurt feelings?

READING WRAPUP

Going Solo

Respond

Your Reaction Now that you have finished reading "The Southpaw," think about what you liked or disliked about the story. Write your ideas on the lines below. Use details from the story to support your ideas.

Buddy Up

Following Text Structure

1. But I Love Long Letters This short story is a series of short letters between two friends. With a partner, talk about how the story might have been different if Richard had written one long letter and Janet had answered with one long letter. Which text structure makes a better story? Write your thoughts here.

2. Form Says It All With a partner, make a list of the ways the author uses the notes to show Richard and Janet's feelings. For instance, they sign their letters "Your former friend" to show how angry they are. Write your list on the lines below. After each example tell what feeling it shows.

TeamWork

Interpret

1. Richard's Request In Richard's last note, he writes, "At least could you call your goldfish Richard again?" Why do you think Richard makes this request? In a small group, talk about the meaning of Richard's request and about how he feels about Janet at the end of the story. Write your answer on the lines below.

2. What Does It All Mean? Use the following statements from the story to help spark a small group discussion about Richard and Janet. Talk about what each statement means beyond the words that are actually said. Write your group's interpretation of the statements on the lines provided.

- "I hope when you go to the dentist he finds twenty cavities." (lines 8–9)

- "I'm not saving any more seats for you on the bus." (line 28)

- "I didn't think you'd be the kind who'd kick a man when he's down." (lines 60–61)

Literary Element

Characterization

The way an author shows you the personality of a character is called **characterization**. What a character says, what he or she does, and what others say about that character are details authors use to tell you important things about people in stories.

In "The Southpaw," the author tells you about Janet and Richard through what they say to each other in the notes they write. Look back at the notes each character writes. What do their words tell you about Richard and Janet? Write your answers on the following chart.

What We Learn About Richard	from what he writes to Janet
	from what Janet writes to him
What We Learn About Janet	from what she writes to Richard
	from what Richard writes to her

Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

1. What is the fight between Janet and Richard about?
 - A. Richard won't let the girls pitch.
 - B. Richard won't let girls on his team.
 - C. Richard won't let the girls practice.
 - D. Richard won't play on Janet's team.
2. Richard and Janet settle their disagreement when
 - F. Richard gets sick.
 - G. the coach lets Janet play.
 - H. Richard changes his mind.
 - I. Janet's friends help her argue.

Write your answer to open-ended question A in the space provided below.

- A. How does Janet try to get Richard to let her play baseball on his team? Use details from the story to support your answer.

Multiple-Choice Questions

1. (A) (B) (C) (D) 2. (F) (G) (H) (I)

Open-Ended Question

A. _____

word power

Vocabulary Check

Write the word from the list that belongs in the blank in each sentence.

former *adj.* in the past

cavity *n.* a hollow space in a tooth, caused by decay; any hollow place or hole

laughingstock *n.* a person or thing that is made fun of

sprain *v.* to twist painfully

1. My soccer coach is my mom. My _____ coach is my dad.
2. If you aren't careful, you will trip and _____ your ankle.
3. You will see the dentist just once more this year, unless you have a _____.
4. I was a _____ because I was the only person to wear a costume to class.

GET READY TO READ!

SHORT STORY

Connect

Think-Pair-Share Imagine this: Because of the way you look, you are not allowed to enter a movie theater, a restaurant, a store, or a public pool. Sound incredible? That's what happened to many African Americans in this country during the first half of the twentieth century, when many private and public places were segregated. With a partner, create a list of everything you know about *segregation*. Then, in a class discussion, share what you know and how you feel about segregation.

In this short story, you'll read about 'lois, a girl who learns how it feels to be treated differently because of the color of her skin.

Did You Know?

Building Background This story takes place in 1950. At that time, a group of laws known as Jim Crow laws made segregation legal in many states. Segregation is the practice of separating groups of people, especially African Americans, from other people. Because of segregation, African Americans had to live in certain areas, go to certain schools, and use areas separate from whites in public places like hospitals, restrooms, libraries, buses, and trains. The Civil Rights movement of the mid-1900s led to the creation of new laws that made segregation illegal.

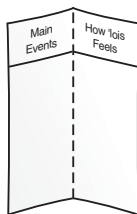
Reason to Read

Setting a Purpose for Reading Read to find out how 'lois feels when she and her family are treated unfairly.



As you read, use the following **Foldable** to keep track of the main events in the story and how they make 'lois feel.

1. Fold a sheet of paper in half the long way to form two columns.
2. Fold down the top inch or so of the paper to make a row across the top. Unfold the paper.
3. Label the left column **Main Events** and the right column **How 'lois Feels**.
4. As you read "The Gold Cadillac," write down the main events of the story in the left column. Write how 'lois feels about these events in the right column.



word power

Vocabulary Preview

Read the definitions of these words from "The Gold Cadillac." Use the guides in parentheses () to help you say each vocabulary word out loud. Then, when you see a vocabulary word in the story, look at the definition at the bottom of the page. If the meaning still isn't clear, use the words and ideas around the vocabulary word (the context clues) to help you figure out the meaning.

feature (fē'chər) *n.* a part or quality that makes something stand out; p. 53

practical (prak'ti kəl) *adj.* sensible about everyday activities; p. 53

caravan (kar'ə van') *n.* a number of cars, trucks, or other vehicles traveling together; p. 56

heedful (hēd'fəl) *adj.* giving careful attention to; p. 59

Hot Words Journal

As you read, circle words that you want to know more about. They might be words you really like or words that you don't understand. Later, you may add them to your **Hot Words Journal** at the back of this book.

What You'll Learn

Key Goals As you read, look for notes about these important skills. The notes will help you understand the story better.

🔑 **Reading Focus:** Monitor Comprehension

🔑 **Think It Over:** Evaluate

🔑 **Literary Element:** Climax

🔑 **Reading Coach:** Understanding the Times



Monitor Comprehension

Always take time to think about whether

you're understanding what you're reading. A good way to see if you're "getting it" is to stop from time to time to summarize. **A**

Model: The father just surprised his family by bringing home a new Cadillac.

Keep This in Mind

Use these marks to show your thoughts as you read.

? I have a question about something here.

! This caught my eye.

★ Here is something I should remember.

Hot Words

Mark the text

Choose your own words

As you keep reading, circle any words you really want to remember or ones you don't understand. You'll come back to these words later.

The Gold Cadillac

Mildred D. Taylor

My sister and I were playing out on the front lawn when the gold Cadillac rolled up and my father stepped from behind the wheel. We ran to him, our eyes filled with wonder. "Daddy, whose Cadillac?" I asked.

And Wilma demanded, "Where's our Mercury?"

My father grinned. "Go get your mother and I'll tell you all about it."

"Is it ours?" I cried. "Daddy, is it ours?"

"Get your mother!" he laughed. "And tell her to hurry!"

10 Wilma and I ran off to obey as Mr. Pondexter next door came from his house to see what this new Cadillac was all about. We threw open the front door, ran through the downstairs front parlor and straight through the house to the kitchen where my mother was cooking and one of my aunts was helping her. "Come on, Mother-Dear!" we cried together. "Daddy say come on out and see this new car!"

"What?" said my mother, her face showing her surprise. "What're you talking about?"

"A Cadillac!" I cried.

20 "He said hurry up!" relayed Wilma. **A**

And then we took off again, up the back stairs to the second floor of the duplex.¹ Running down the hall, we banged on all the apartment doors. My uncles and their wives stepped to the doors. It was good it was a Saturday morning. Everybody was home.

1. *Duplex* means "double." A duplex apartment has rooms on two floors, and a duplex house has two separate units for two families.

Reading
Coach

“We got us a Cadillac! We got us a Cadillac!” Wilma and I proclaimed in unison.² We had decided that the Cadillac had to be ours if our father was driving it and holding on to the keys. “Come on see!” Then we raced on, through the upstairs sunroom, down the front steps, through the downstairs sunroom, and out to the Cadillac. Mr. Pondexter was still there. Mr. LeRoy and Mr. Courtland from down the street were there too and all were admiring the Cadillac as my father stood proudly by, pointing out the various features.

30

“Brand-new 1950 Coupe deVille!”³ I heard one of the men saying.

“Just off the showroom floor!” my father said. “I just couldn’t resist it.”

My sister and I eased up to the car and peeked in. It was all gold inside. Gold leather seats. Gold carpeting. Gold dashboard. It was like no car we had owned before. It looked like a car for rich folks. **B**

40

“Daddy, are we rich?” I asked. My father laughed.

“Daddy, it’s ours, isn’t it?” asked Wilma, who was older and more practical than I. She didn’t intend to give her heart too quickly to something that wasn’t hers.

“You like it?”

“Oh, Daddy, yes!”

He looked at me. “What ‘bout you, ’lois?”

“Yes, sir!”

50

My father laughed again. “Then I expect I can’t much disappoint my girls, can I? It’s ours all right!”

Wilma and I hugged our father with our joy. My uncles came from the house and my aunts, carrying their babies,

2. Here, *proclaim* means “announce publicly,” and *in unison* means “speaking the same words at the same time.”

3. *Coupe deVille* (kōōp də vil’)

Vocabulary

feature (fē’chər) *n.* a part or quality that makes something stand out

practical (prak’ti kəl) *adj.* sensible about everyday activities

Understanding the

Times During the 1950s, owning a Cadillac, or a “Caddy,” was viewed as a symbol of success. These glamorous cars featured a long, wide body, lots of flashy silver, and tail fins, or thin pieces of metal that stuck out the backs of cars and were made to look like airplane wings.

Why is ‘lois so excited when her father brings home a Cadillac? Check the correct answer. **B**

- ☐ The family can sell the car’s gold.
- ☐ She is tired of walking to school.
- ☐ The car makes the family feel rich.

word power

Read Aloud Try this strategy: First read aloud the sentence in which an underlined word appears. Then reread the sentence and replace the underlined word with the definition at the bottom of the page.

Think It Over

Infer When you **infer** something, you figure it out from the information that you already have. Underline words or phrases on this page that hint at how 'lois's mother feels about the Cadillac. Then tell how you think she feels about it on the lines below. **C**

Mark the text

Reading Focus

Predict Guess what will happen later in the story. Do you think that 'lois's mother will "come around" and change her mind about riding in the Cadillac? Explain your prediction on the lines below. **D**

came out too. Everybody surrounded the car and owwed and ahhed. Nobody could believe it.

Then my mother came out.

Everybody stood back grinning as she approached the car. There was no smile on her face. We all waited for her to
60 speak. She stared at the car, then looked at my father, standing there as proud as he could be. Finally she said, "You didn't buy this car, did you, Wilbert?"

"Gotta admit I did. Couldn't resist it."

"But . . . but what about our Mercury? It was perfectly good!"

"Don't you like the Cadillac, Dee?"

"That Mercury wasn't even a year old!"

My father nodded. "And I'm sure whoever buys it is going to get themselves a good car. But we've got ourselves a better
70 one. Now stop frowning, honey, and let's take ourselves a ride in our brand-new Cadillac!"

My mother shook her head. "I've got food on the stove," she said and turning away walked back to the house. **C**

There was an awkward silence and then my father said, "You know Dee never did much like surprises. Guess this here Cadillac was a bit too much for her. I best go smooth things out with her."

Everybody watched as he went after my mother. But when he came back, he was alone.

80 "Well, what she say?" asked one of my uncles.

My father shrugged and smiled. "Told me I bought this Cadillac alone, I could just ride in it alone."

Another uncle laughed. "Uh-oh! Guess she told you!"

"Oh, she'll come around," said one of my aunts. "Any woman would be proud to ride in this car." **D**

"That's what I'm banking on," said my father as he went around to the street side of the car and opened the door. "All right! Who's for a ride?"

"We are!" Wilma and I cried.

All three of my uncles and one of my aunts, still holding her baby, and Mr. Pondexter climbed in with us and we took off for the first ride in the gold Cadillac. It was a glorious ride and we drove all through the city of Toledo. We rode past the church and past the school. We rode through Ottawa Hills where the rich folks lived and on into Walbridge Park and past the zoo, then along the Maumee River. But none us had had enough of the car so my father put the car on the road and we drove all the way to Detroit. We had plenty of family there and everybody was just as pleased as could be about the Cadillac. My father told our Detroit relatives that he was in the doghouse with my mother about buying the Cadillac. My uncles told them she wouldn't ride in the car. All the Detroit family thought that was funny and everybody, including my father, laughed about it and said my mother would come around.

It was early evening by the time we got back home, and I could see from my mother's face she had not come around. She was angry now not only about the car, but that we had been gone so long. I didn't understand that, since my father had called her as soon as we reached Detroit to let her know where we were. I had heard him myself. I didn't understand either why she did not like that fine Cadillac and thought she was being terribly disagreeable with my father. That night as she tucked Wilma and me in bed I told her that too. **E**

"Is this your business?" she asked.

"Well, I just think you ought to be nice to Daddy. I think you ought to ride in that car with him! It'd sure make him happy."

"I think you ought to go to sleep," she said and turned out the light. **F**

Later I heard her arguing with my father. "We're supposed to be saving for a house!" she said.

"We've already got a house!" said my father.

90

Reading Focus

Predict Does the prediction you made on page 54 match what happens here?

It's okay if it doesn't—half the fun of reading is being surprised. Now predict whether 'lois's mother might change her mind later in the story. **E**

100

Think It Over

Evaluate When you **evaluate** something, you form an opinion about it. Do you agree with 'lois or with her mother? Should her mother ride in the Cadillac to make her father happy? **F**

110

120

Reading Focus

Monitor Comprehension

In this passage, 'lois's mother finally

tells her father why she is angry with him. Make sure you understand why she is angry.

Mark the text Underline the words that tell what 'lois's mother would like to own instead of the new Cadillac. Then, on the lines below, explain why she does not think that she'll get what she wants. **G**

Literary Element

Climax The point of greatest interest or suspense in a story is called the **climax**. The climax usually relates to a problem that one or more characters face. What problem is this family facing? Put a check next to the correct answer. **H**

- ☐ The car doesn't work properly.
- ☐ The father won't let his wife drive the car.
- ☐ The mother wishes the father hadn't bought the car.

"But you said you wanted a house in a better neighborhood. I thought that's what we both said!"

"I haven't changed my mind."

"Well, you have a mighty funny way of saving for it, then. Your brothers are saving for houses of their own and you don't see them out buying new cars every year!"

130 "We'll still get the house, Dee. That's a promise!"

"Not with new Cadillacs we won't!" said my mother and then she said a very loud good night and all was quiet. **G**

The next day was Sunday and everybody figured that my mother would be sure to give in and ride in the Cadillac. After all, the family always went to church together on Sunday. But she didn't give in. What was worse she wouldn't let Wilma and me ride in the Cadillac either. She took us each by the hand, walked past the Cadillac where my father stood waiting and headed on toward the church, three blocks
140 away. I was really mad at her now. I had been looking forward to driving up to the church in that gold Cadillac and having everybody see. **H**

On most Sunday afternoons during the summertime, my mother, my father, Wilma, and I would go for a ride. Sometimes we just rode around the city and visited friends and family. Sometimes we made short trips over to Chicago or Peoria or Detroit to see relatives there or to Cleveland where we had relatives too, but we could also see the Cleveland Indians play. Sometimes we joined our aunts and
150 uncles and drove in a caravan out to the park or to the beach. At the park or the beach Wilma and I would run and play. My mother and my aunts would spread a picnic and my father and my uncles would shine their cars.

But on this Sunday afternoon my mother refused to ride anywhere. She told Wilma and me that we could go. So we

Vocabulary

caravan (kar'ə van') *n.* a number of cars, trucks, or other vehicles traveling together

left her alone in the big, empty house, and the family cars, led by the gold Cadillac, headed for the park. For a while I played and had a good time, but then I stopped playing and went to sit with my father. Despite his laughter he seemed sad to me. I think he was missing my mother as much as I was.

160

That evening my father took my mother to dinner down at the corner café. They walked. Wilma and I stayed at the house chasing fireflies in the backyard. My aunts and uncles sat in the yard and on the porch, talking and laughing about the day and watching us. It was a soft summer's evening, the kind that came every day and was expected. The smell of charcoal and of barbecue drifting from up the block, the sound of laughter and music and talk drifting from yard to yard were all a part of it. Soon one of my uncles joined Wilma and me in our chase of fireflies and when my mother and father came home we were at it still. My mother and father watched us for awhile, while everybody else watched them to see if my father would take out the Cadillac and if my mother would slide in beside him to take a ride. But it soon became evident that the dinner had not changed my mother's mind. She still refused to ride in the Cadillac. I just couldn't understand her objection to it. ■ ■

170

Though my mother didn't like the Cadillac, everybody else in the neighborhood certainly did. That meant quite a few folks too, since we lived on a very busy block. On one corner was a grocery store, a cleaner's, and a gas station. Across the street was a beauty shop and a fish market, and down the street was a bar, another grocery store, the Dixie Theater, the café, and a drugstore. There were always people strolling to or from one of these places and because our house was right in the middle of the block just about everybody had to pass our house and the gold Cadillac. Sometimes people took in the Cadillac as they walked, their heads turning for a longer look as they passed. Then there were people who just outright stopped and took a good look before continuing on

190

READ
ALOUD

Build Fluency Find a quiet place to practice reading aloud the boxed paragraph. Practice reading it until you can make it all the way through without stumbling. The sentences should sound clear and smooth. ■

Reading
Focus

Connect Put yourself in 'lois's shoes. How would you feel if your mother refused to ride in the Cadillac? ■

Reading Coach

Understanding the Times

During the time this story takes place, prejudice against African Americans could often lead to violence against them, especially in areas of the South where segregation laws were strictly enforced. As a result, African Americans traveling in the South faced the very real threat of being insulted, harassed, harmed, or even

Mark the text murdered. Underline the statement that explains how dangerous one uncle thinks it might be to drive to Mississippi.

K

Your Notes

their way. I was proud to say that car belonged to my family. I felt mighty important as people called to me as I ran down the street. “Ey, ’lois! How’s that Cadillac, girl? Riding fine?” I told my mother how much everybody liked that car. She was not impressed and made no comment.

Since just about everybody on the block knew everybody else, most folks knew that my mother wouldn’t ride in the Cadillac. Because of that, my father took a lot of good-natured kidding from the men. My mother got kidded too
200 as the women said if she didn’t ride in that car, maybe some other woman would. And everybody laughed about it and began to bet on who would give in first, my mother or my father. But then my father said he was going to drive the car south into Mississippi to visit my grandparents and everybody stopped laughing.

My uncles stopped.

So did my aunts.

Everybody.

“Look here, Wilbert,” said one of my uncles, “it’s too
210 dangerous. It’s like putting a loaded gun to your head.”

“I paid good money for that car,” said my father. “That gives me a right to drive it where I please. Even down to Mississippi.”

My uncles argued with him and tried to talk him out of driving the car south. So did my aunts and so did the neighbors, Mr. LeRoy, Mr. Courtland, and Mr. Pondexter. They said it was a dangerous thing, a mighty dangerous thing, for a black man to drive an expensive car into the rural South. **K**

220 “Not much those folks hate more’n to see a northern Negro coming down there in a fine car,” said Mr. Pondexter. “They see those Ohio license plates, they’ll figure you coming down uppity, trying to lord⁴ your fine car over them!”

4. The expression *lord (it) over* refers to behaving in a grand, overly proud manner.

I listened, but I didn't understand. I didn't understand why they didn't want my father to drive that car south. It was his.

"Listen to Pondexter, Wilbert!" cried another uncle. "We might've fought a war to free people overseas, but we're not free here! Man, those white folks down south'll lynch⁵ you soon's look at you. You know that!"

Wilma and I looked at each other. Neither one of us knew what *lynch* meant, but the word sent a shiver through us. We held each other's hand. 230

My father was silent, then he said: "All my life I've had to be heedful of what white folks thought. Well, I'm tired of that. I worked hard for everything I got. Got it honest, too. Now I got that Cadillac because I liked it and because it meant something to me that somebody like me from Mississippi could go and buy it. It's my car, I paid for it, and I'm driving it south." **L**

My mother, who had said nothing through all this, now stood. "Then the girls and I'll be going too," she said. 240

"No!" said my father.

My mother only looked at him and went off to the kitchen.

My father shook his head. It seemed he didn't want us to go. My uncles looked at each other, then at my father. "You set on doing this, we'll all go," they said. "That way we can watch out for each other." My father took a moment and nodded. Then my aunts got up and went off to their kitchens too.



Reading Check

5. *Lynch* means "to murder (an accused person), usually by hanging, through the action of a mob." Someone who is *lynched* does not get a lawful trial and, often, is put to death because of racial hatred.

Vocabulary

heedful (hēd'fəl) *adj.* giving careful attention to



Evaluate Everyone tries to convince 'lois's father not to drive his Cadillac to Mississippi, but he won't listen. He says, "It's my car, I paid for it, and I'm driving it south." Do you think his decision is foolish or admirable? Check one of the boxes and explain your reasons on the line below. **L**

☐ foolish

☐ admirable



Reading Check

Step 1 If you have questions about the story, use these strategies to clear them up.

- Reread confusing passages slowly or read them aloud.
- Read on to see if new story information helps make a passage clear.
- Ask a classmate or a teacher, parent, or other adult for help.

Step 2 On the lines below, explain why the family doesn't want 'lois's father to drive the Cadillac to Mississippi.



Infer Since 'lois's mother still doesn't like the Cadillac, 'lois can't understand why she agrees to ride in it. Why do you think her mother decides to ride in the car? Check one. **M**

- ☐ She is tired of staying at home.
- ☐ She is worried about her husband's safety.
- ☐ She wants her daughters to be able to see the South.



Monitor Comprehension

Remember to check your understanding.

Why does the father warn the girls not to talk if white people are around? Write your answer below. **N**

250 All the next day my aunts and my mother cooked and the house was filled with delicious smells. They fried chicken and baked hams and cakes and sweet potato pies and mixed potato salad. They filled jugs with water and punch and coffee. Then they packed everything in huge picnic baskets along with bread and boiled eggs, oranges and apples, plates and napkins, spoons and forks and cups. They placed all that food on the back seats of the cars. It was like a grand, grand picnic we were going on, and Wilma and I were mighty excited. We could hardly wait to start.

260 My father, my mother, Wilma, and I got into the Cadillac. My uncles, my aunts, my cousins got into the Ford, the Buick, and the Chevrolet, and we rolled off in our caravan headed south. Though my mother was finally riding in the Cadillac, she had no praise for it. In fact, she said nothing about it at all. She still seemed upset and since she still seemed to feel the same about the car, I wondered why she had insisted upon making this trip with my father. **M**

We left the city of Toledo behind, drove through Bowling Green and down through the Ohio countryside of farms and small towns, through Dayton and Cincinnati, and across the Ohio River into Kentucky. On the other side of the river my father stopped the car and looked back at Wilma and me and said, "Now from here on, whenever we stop and there're white people around, I don't want either one of you to say a word. *Not one word!* Your mother and I'll do all the talking. That understood?"

"Yes, sir," Wilma and I both said, though we didn't truly understand why. **N**

280 My father nodded, looked at my mother and started the car again. We rolled on, down Highway 25 and through the bluegrass hills of Kentucky. Soon we began to see signs. Signs that read: WHITE ONLY, COLORED NOT ALLOWED. Hours later, we left the Bluegrass State and crossed into Tennessee. Now we saw even more of the signs saying:

WHITE ONLY, COLORED NOT ALLOWED. We saw the signs above water fountains and in restaurant windows. We saw them in ice cream parlors and at hamburger stands. We saw them in front of hotels and motels, and on the restroom doors of filling stations. I didn't like the signs. I felt as if I were in a foreign land. **O**

I couldn't understand why the signs were there and I asked my father what the signs meant. He said they meant we couldn't drink from the water fountains. He said they meant we couldn't stop to sleep in the motels. He said they meant we couldn't stop to eat in the restaurants. I looked at the grand picnic basket I had been enjoying so much. Now I understood why my mother had packed it. Suddenly the picnic did not seem so grand. **P**

Finally we reached Memphis. We got there at a bad time. Traffic was heavy and we got separated from the rest of the family. We tried to find them but it was no use. We had to go on alone. We reached the Mississippi state line and soon after we heard a police siren. A police car came up behind us. My father slowed the Cadillac, then stopped. Two white policemen got out of their car. They eyeballed the Cadillac and told my father to get out.

"Whose car is this, boy?" they asked.

I saw anger in my father's eyes. "It's mine," he said.

"You're a liar," said one of the policemen. "You stole this car."

"Turn around, put your hands on top of that car and spread eagle,"⁶ said the other policeman.

My father did as he was told. They searched him and I didn't understand why. I didn't understand either why they had called my father a liar and didn't believe that

Reading Coach

Understanding the Times Up to this point in her life, 'lois has not encountered racial segregation. However, as her family travels into the South, they begin to see signs that reflect the segregated life of the early 1950s.

Mark the text Underline all the places 'lois sees the signs. How do the signs make her feel? **O**

Reading Focus

Monitor Comprehension

Why did the mother pack a picnic for the trip? Check the correct answer.

P

- ☐ They won't be allowed to eat in restaurants in the South.
- ☐ There might not be food where they're going in the South.
- ☐ The car might break down in the South.

6. To stand *spread eagle* is to stand with the arms and legs spread wide. In this position, a suspect cannot surprise the police officer by drawing a hidden weapon. The expression comes from the fact that this posture suggests the appearance of an eagle swooping down to grasp its victim.



← Evaluate When the policemen stop the Cadillac, they say and do a lot of things to 'lois's father that confuse her. What's your opinion of the policemen's behavior? **Q**

Literary Element

← Climax Remember, the climax is the point of greatest interest or suspense in a story. Put a check next to the statement that best describes the climax of this story. **R**

- ☐ The father buys a new car, and the mother is angry about it.
- ☐ The family tries to talk the father out of driving to Mississippi.
- ☐ The police take the father to the police station.

the Cadillac was his. I wanted to ask but I remembered my father's warning not to say a word and I obeyed that warning.

The policemen told my father to get in the back of the police car. My father did. One policeman got back into the police car. The other policeman slid behind the wheel of our Cadillac. The police car started off. The Cadillac followed. Wilma and I looked at each other and at our mother. We didn't know what to think. We were scared. **Q**

The Cadillac followed the police car into a small town and stopped in front of the police station. The policeman stepped out of our Cadillac and took the keys. The other policeman took my father into the police station.

"Mother-Dear!" Wilma and I cried. "What're they going to do to our daddy? They going to hurt him?"

"He'll be all right," said my mother. "He'll be all right." But she didn't sound so sure of that. She seemed worried.

We waited. More than three hours we waited. Finally my father came out of the police station. We had lots of questions to ask him. He said the police had given him a ticket for speeding and locked him up. But then the judge had come. My father had paid the ticket and they had let him go.

He started the Cadillac and drove slowly out of the town, below the speed limit. The police car followed us. People standing on steps and sitting on porches and in front of stores stared at us as we passed. Finally we were out of the town. The police car still followed. Dusk was falling. The night grew black and finally the police car turned around and left us. **R**

We drove and drove. But my father was tired now and my grandparents' farm was still far away. My father said he had to get some sleep and since my mother didn't drive, he pulled into a grove of trees at the side of the road and stopped.

"I'll keep watch," said my mother.

"Wake me if you see anybody," said my father.

“Just rest,” said my mother.

So my father slept. But that bothered me. I needed him awake. I was afraid of the dark and of the woods and of whatever lurked there. My father was the one who kept us safe, he and my uncles. But already the police had taken my father away from us once today and my uncles were lost.

“Go to sleep, baby,” said my mother. “Go to sleep.”

But I was afraid to sleep until my father woke. I had to help my mother keep watch. I figured I had to help protect us too, in case the police came back and tried to take my father away again. There was a long, sharp knife in the picnic basket and I took hold of it, clutching it tightly in my hand. Ready to strike, I sat there in the back of the car, eyes wide, searching the blackness outside the Cadillac. Wilma, for a while, searched the night too, then she fell asleep. I didn’t want to sleep, but soon I found I couldn’t help myself as an unwelcome drowsiness came over me. I had an uneasy sleep and when I woke it was dawn and my father was gently shaking me. I woke with a start and my hand went up, but the knife wasn’t there. My mother had it. 360

My father took my hand. “Why were you holding the knife, ‘lois?” he asked. 370

I looked at him and at my mother. “I—I was scared,” I said. **S**

My father was thoughtful. “No need to be scared now, sugar,” he said. “Daddy’s here and so is Mother-Dear.” Then after a glance at my mother, he got out of the car, walked to the road, looked down it one way, then the other. When he came back and started the motor, he turned the Cadillac north, not south.

“What’re you doing?” asked my mother. 380

“Heading back to Memphis,” said my father. “Cousin Halton’s there. We’ll leave the Cadillac and get his car. Driving this car any farther south with you and the girls in the car, it’s just not worth the risk.” **T**

And so that’s what we did. Instead of driving through

Reading Focus

Respond During the night, ‘lois is so scared that she takes a knife to protect her family.

How do you feel about what is happening to her? **S**

FOLDABLES™

Don’t forget your **Foldable!** Remember to write down the main events in the story and how ‘lois feels about them. **T**

Reading Focus

Monitor Comprehension

Reread the boxed text. Underline the

reasons 'lois's father gives for the way they have been treated. Then use your own words to explain what he says on the lines below. **U**

Mark the text

Your Notes

Mississippi in golden splendor, we traveled its streets and roads and highways in Cousin Halton's solid, yet not so splendid, four-year-old Chevy. When we reached my grandparents' farm, my uncles and aunts were already there.

390 Everybody was glad to see us. They had been worried. They asked about the Cadillac. My father told them what had happened, and they nodded and said he had done the best thing.

We stayed one week in Mississippi. During that week I often saw my father, looking deep in thought, walk off alone across the family land. I saw my mother watching him. One day I ran after my father, took his hand, and walked the land with him. I asked him all the questions that were on my mind. I asked him why the policemen had treated him the way they had and why people didn't want us to eat in the restaurants or drink from the water fountains or sleep in the hotels. I told him I just didn't understand all that.

410 My father looked at me and said that it all was a difficult thing to understand and he didn't really understand it himself. He said it all had to do with the fact that black people had once been forced to be slaves. He said it had to do with our skins being colored. He said it had to do with stupidity and ignorance. He said it had to do with the law, the law that said we could be treated like this here in the South. And for that matter, he added, any other place in these United States where folks thought the same as so many folks did here in the South. But he also said, "I'm hoping one day though we can drive that long road down here and there won't be any signs. I'm hoping one day the police won't stop us just because of the color of our skins and we're riding in a gold Cadillac with northern plates." **U**

When the week ended, we said a sad good-bye to my grandparents and all the Mississippi family and headed in a caravan back toward Memphis. In Memphis we returned

420 Cousin Halton's car and got our Cadillac. Once we were

home my father put the Cadillac in the garage and didn't drive it. I didn't hear my mother say any more about the Cadillac. I didn't hear my father speak of it either.

Some days passed and then on a bright Saturday afternoon while Wilma and I were playing in the backyard, I saw my father go into the garage. He opened the garage doors wide so the sunshine streamed in, and began to shine the Cadillac. I saw my mother at the kitchen window staring out across the yard at my father. For a long time, she stood there watching my father shine his car. Then she came out and crossed the yard to the garage and I heard her say, "Wilbert, you keep the car."

430

He looked at her as if he had not heard.

"You keep it," she repeated and turned and walked back to the house. **V**

My father watched her until the back door had shut behind her. Then he went on shining the car and soon began to sing. About an hour later he got into the car and drove away. That evening when he came back he was walking. The Cadillac was nowhere in sight.

440

"Daddy, where's our new Cadillac?" I demanded to know. So did Wilma.

He smiled and put his hand on my head. "Sold it," he said as my mother came into the room.

"But how come?" I asked. "We poor now?"

"No, sugar. We've got more money towards our new house now and we're all together. I figure that makes us about the richest folks in the world." He smiled at my mother and she smiled too and came into his arms. **W**

After that we drove around in an old 1930s Model A Ford my father had. He said he'd factory ordered us another Mercury, this time with my mother's approval. Despite that, most folks on the block figured we had fallen on hard times after such a splashy showing of good times and some folks even laughed at us as the Ford rattled around the city. I must

450



Infer Why do you think 'lois's mother tells her father that he can keep the car? Check the correct answer. **V**

- ☐ She is tired of fighting about it.
- ☐ She sees how much it means to him.
- ☐ She wants other people to think they are rich.



Evaluate Wow! Everyone is surprised when 'lois's father changes his mind about the Cadillac and decides to return it. What do you think of his decision? **W**



Reading Check

Step 1 Look back over the notes you wrote and the passages you marked as you read the story. Review your **Foldable** and think about how 'lois reacted to the things that happened. Why will 'lois remember the trip and the gold Cadillac all her life?

Step 2 Now think about your own life. Can you remember a time when you were treated unfairly? How did you respond?

Hot Words

Choose three words, either from the underlined vocabulary in the story or from the words you circled as you read. Record them in your **Hot Words Journal** at the back of this book and complete one of the activities listed there.

admit that at first I was pretty much embarrassed to be riding around in that old Ford after the splendor of the Cadillac. But my father said to hold my head high. We and the family knew the truth. As fine as the Cadillac had been, he said, it
460 had pulled us apart for awhile. Now, as ragged and noisy as that old Ford was, we all rode in it together and we were a family again. So I held my head high.

Still though, I thought often of that Cadillac. We had had the Cadillac only a little more than a month, but I wouldn't soon forget its splendor or how I'd felt riding around inside it. I wouldn't soon forget either the ride we had taken south in it. I wouldn't soon forget the signs, the policemen, or my fear. I would remember that ride and the gold Cadillac all my life.



Reading Check

Going Solo

Understanding the Times

Facing Segregation This story tells you things about segregation that a history book cannot. It tells you how segregation made people *feel*. How does 'lois feel when she discovers that she is being treated unfairly because of the color of her skin? On the lines below, explain her response to one instance of racial segregation that she faces.

Buddy Up

Monitor Comprehension

1. Asking Questions As you read the story, you put question marks by the parts that confused you. Find a place in the story where you put a question mark. With a partner, discuss your question and ask him or her to help you figure it out. On the lines below, write your question and the answer.

2. Story Tellers With your partner, take turns telling the story in your own words. One partner should begin the story and tell what happened up until the family takes the trip to visit relatives in the South. The other partner can finish the story from that point on. After your storytelling session, discuss the story's theme, or message about life. Explain what you think the theme is on the lines below.

THEME: _____

TeamWork

Evaluate

1. Thumbs Up or Thumbs Down? Did you like this story? In your group, have each member give "The Gold Cadillac" a "thumbs up" (liked it) or a "thumbs down" (didn't like it). Have each member discuss his or her opinion. See if you can change one another's opinions. Then write your own opinion and a brief explanation here.

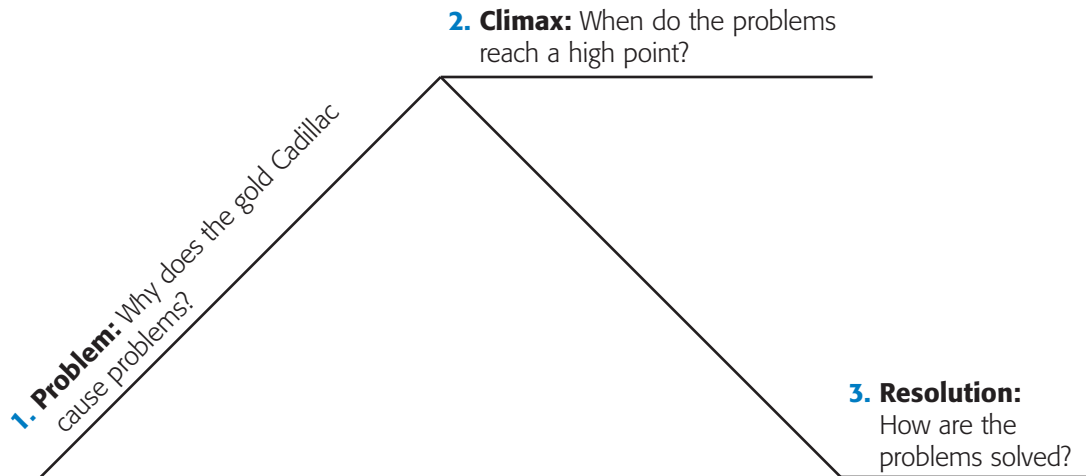
2. To Buy or Not to Buy A lot of unexpected events occur because 'lois's father decides to buy a Cadillac. With a group of classmates, evaluate his decision. Do you think that buying the Cadillac turned out to be a good choice or bad choice for 'lois and her family? Take turns sharing your ideas (and remember it's okay if you don't all agree). Then write your opinion and your reasons for it on the lines below.

Literary Element

← Climax

The **plot** is made up of the events in a story. Often, these events relate to a problem that one or more characters face. As the characters deal with the problem, the story becomes more intense or interesting. The point of greatest interest in the story is the climax. After the **climax**, the outcome of the story becomes clear. The excitement dies down, and the problem is solved during the **resolution**, or ending, of the story.

On the diagram below, explain the plot of "The Gold Cadillac" by answering the questions. Write your answers in the space below each question.



Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

1. Why does 'lois's mother finally ride in the car?
 - A. to go on a family trip
 - B. to go to church on Sunday
 - C. to take her daughters to school
 - D. to go out to dinner with 'lois's father
2. What problem does the family run into on its trip?
 - F. They get a flat tire.
 - G. They run out of food.
 - H. They get lost on the highway.
 - I. They are stopped by the police.

Write your answer to open-ended question A in the space provided below.

- A. Why does 'lois's father sell the car? Use details from the story to support your answer.

Multiple-Choice Questions

1. (A) (B) (C) (D) 2. (F) (G) (H) (I)

Open-Ended Question

A. _____



Vocabulary Check

Write the word from the word list that belongs in the blank in each sentence.

feature *n.* a part or quality that makes something stand out

practical *adj.* sensible about everyday activities

caravan *n.* a number of cars, trucks, or other vehicles traveling together

heedful *adj.* giving careful attention to

1. My mother wants a new vacuum cleaner for her birthday. She is always so _____ !
2. Letricia decided to stay out of the water. She was _____ of her mother's warning that the river was full of snakes.
3. This television set has more than one new _____ that you will love.
4. The truckers decided to drive across the state together, so they formed a _____ on the highway.

Reading Poetry

When was the last time you

- sat in front of the TV and watched poetry?
- got in the shower and belted out a couple of lines from the poem that was stuck in your head?
- laughed in the car because the poem on the bumper of the car in front of you was so funny?

You're probably thinking "Well . . . Never!" But you probably have done these things. Commercials, songs, and bumper stickers can all be forms of poetry.

Poetry is a type of literature that combines language, images, sound, and rhythm. Most poetry is written in **verse** instead of prose—it has lines instead of going all the way to the margin. Some poems have words that rhyme, and some do not.

Think of some poetry you have heard or seen recently. Write a line or verse from your favorite song, hymn, or television jingle.



Why Read Poetry?

Poems can help you understand and express emotions. They can introduce you to different backgrounds and cultures. Poems can connect you to the past, help you understand the present, and encourage you to dream about the future. Poems appeal to your senses and your imagination.

Some poems can remind you of important facts. For example, many people memorize which months have 28, 30, and 31 days with the little poem that starts out "Thirty days have September..." There are as many reasons to read poetry as there are poems to read.

What's the Plan?

There are several ways poetry is different from stories, articles, and other kinds of **prose**.

- Poetry looks different. It can have short **lines** or long lines—they don't go all the way to the margin. It can have groupings of lines called **stanzas**. Stanzas group ideas together, something like paragraphs do in prose.
- Poetry uses sound more than prose does. Many poems have **rhythm**—a pattern of beats, or stressed syllables. Some poems have **rhyme**—repeated sounds at the ends of words.

- Poetry uses more imagery than most prose does. **Imagery** is language that helps readers see, hear, feel, smell, and taste the things a poem describes.

Poetry and prose are also alike in some ways. In particular, both often have a **theme**, or main message—an idea about life, a way of seeing something, or a thought about an experience.

What Do I Look For?

Though poems vary in length and structure, they have some common elements. Check out this poem to see some of the elements of poetry.

The **speaker** in a poem is the voice that speaks to the reader. The speaker is not necessarily the poet.

Each **line** adds to the meaning of the poem. A **stanza** is a group of lines that are combined to form a unit in a poem.

Mood is the feeling you get from a poem. Writers use different words and details to create the mood.

Rhyme is the repetition of the same sound at the end of words.

Mark the text

Find It! Circle the two words that rhyme in each stanza of this poem.

A Minor Bird

Robert Frost

I have wished a bird would fly away,
And not sing by my house all day;

Have clapped my hands at him from the door
When it seemed as if I could bear no more.

The fault must partly have been in me.
The bird was not to blame for his key.

And of course there must be something wrong
In wanting to silence any song.

How Do I Read It?

These **reading strategies** will be especially useful when you read poetry.

Visualize: Try to picture the subject of the poem in your mind's eye.

Question: Ask yourself questions about parts of the poem you don't understand. Ask why the poet included certain details or used certain words.

Connect: Ask yourself how the poem's message relates to something or someone in your life.

Evaluate: Make judgments about the poem you read. Do you like the speaker? Is the poem serious or humorous? Is it clear? Would you share it with a friend?

For more information on **reading strategies**, see pages 322–328 in the **Reading Handbook**.

DO IT!

Read the poems that follow. Be sure to

- learn to recognize and make meaning from the **literary elements** of poetry
- use **reading strategies** to help you get the most from your reading

GET READY TO READ!

POETRY

Connect

QuickWrite When you see a bug nearby, what is your first reaction? Do you enjoy watching it, or is your first thought “Yuck, go away!” Does your reaction depend on where you find the bug—for example, in the backyard rather than in your bedroom? Take a moment to write down your thoughts about bugs.

In the first poem you will read, the speaker observes a spider while waiting for the food to cook at a barbecue. In the second poem, the speaker looks at a caterpillar and thinks about its life.

Did You Know?

Building Background You might have heard of Emily Dickinson before. She’s the poet who wrote the second poem you are about to read. But did you know that Dickinson never wanted to publish her poems? It’s true. She called her poems “snow,” because she wanted them to remain pure. “How can you print a piece of your own soul?” she once asked. After her death, however, Dickinson’s sister worked to have the poems published.

Reason to Read

Setting a Purpose for Reading Read to find out how the speakers in these poems respond to the bugs they watch.

FOLDABLES™ Graphic Organizer

As you read, use the following **Foldable** to record how each speaker views the bug he or she encounters.

1. Fold one sheet of paper in half from top to bottom.
2. Turn the paper and fold in half again from top to bottom to form two rows. Unfold the paper so the two rows show.
3. Through the top layer of paper, cut along the row crease, forming two tabs.
4. Label the tabs **Spider** and **Caterpillar** as shown.
5. Under the top tab, write words or phrases the speaker in the first poem uses to describe the spider. Under the bottom tab, write words and phrases the speaker in the second poem uses to describe the caterpillar.

Spider
Caterpillar

word power

Vocabulary Preview

Read the definitions of these vocabulary words from the poems. Use the guides in parentheses () to help you say each word out loud. Then, when you see a vocabulary word in the poem, look at the definition at the bottom of the page. If the meaning still isn’t clear, use the words and ideas around the vocabulary word (the context clues) to help you figure out the meaning. Still stuck? Ask for help.

glisten (glis’ən) *v.* to give off a sparkling reflection; p. 73

plush (plush) *n.* a soft fabric similar to velvet; something that is very soft; p. 74

intent (in tent’) *adj.* focused or fixed on; p. 74

Hot Words Journal

As you read, circle words that you want to know more about. They might be words you really like or words that you don’t understand. Later, you may add them to your **Hot Words Journal** at the back of this book.

What You’ll Learn

Key Goals As you read, look for notes about these important skills. They’ll help you understand the poems better.

➔ **Reading Focus:** Visualize

➔ **Think It Over:** Interpret

➔ **Reading Coach:** Making Sense with Punctuation

Dinner Together

Diana Rivera

Sitting by the barbecue
 waiting for sausages and hot dogs
 blue-gray smoke the same color
 of the sky
 I see a tiny spider
 walking down from the sky with tiny six-
 footed steps **A**
 down
 down
 in a perfectly straight
 line
 all the way
 down
 to the floor **B**
 then back up
 the same line
 rising from one cloud
 up to another,
 a silver speck
 glistening
 at its mouth,
 climbing the invisible ladder.

Reading Coach

Making Sense with Punctuation Reading poetry can be a challenge because poets don't always use sentences like you are used to reading. So how do you know where one thought ends and the next one begins? Here's an idea: Add your own punctuation to separate the ideas. **A**

Mark the text

For example, look at lines 1–7.

- 1) Put a comma after *hot dogs* in line 2.
- 2) Put a comma after *sky* in line 4.
- 3) Put a period after *steps* in line 7.

Now try reading your new version aloud. Does it make more sense?

Think It Over

Interpret Can a spider really walk down from the sky? Use what you know about spiders to help figure out what the poet means. **B**

Model: *I've seen spiders drop down like that before. They spin a thin line that's hard to see because it's so delicate.*

Vocabulary

glisten (glis'ən) *v.* to give off a sparkling reflection

Reading Focus

Visualize

Put yourself in the speaker's place and imagine what the caterpillar looks like as it steps on your hand. On the lines below, tell what you see in your mind's eye. **A**

Reading Coach

Making Sense with Punctuation

Mark the text Add your own punctuation marks to make this poem easier to understand. Where is the first spot you might place a period?

B



Reading Check

Review the notes in your **Foldable**. Then write a sentence that summarizes how the speakers feel about the bugs they observe.

How soft a Caterpillar steps!

Emily Dickinson

How soft a Caterpillar steps—
I find one on my Hand
From such a velvet world it comes
Such pluses at command **A**
Its soundless travels just arrest
My slow—terrestrial¹ eye
Intent upon its own career
What use has it for me— **B**



Reading Check

1. Here, *terrestrial* (tə res' trē əl) means "ordinary; common."

Vocabulary

plush (plush) *n.* a soft fabric similar to velvet; something that is very soft
intent (in tent') *adj.* focused or fixed on

READING WRAPUP

Dinner Together *How soft a Caterpillar steps!*

Going Solo

Visualize

Picture This Which insect did you find easier to picture—the spider or the caterpillar? Write your answer on the lines below. Then write the details or images that helped you picture the insect and its movement.

Buddy Up

Making Sense with Punctuation

1. E-Z Dickinson The only punctuation marks Dickinson uses in her poem “How soft a Caterpillar steps—” are three dashes. Work with a partner to decide what punctuation you could use in place of the dashes to make the meaning of the poem clearer. Rewrite those lines below with the punctuation you chose.

2. Another Version Try punctuating the rest of the

Mark the text poem “Dinner Together.” When you’re done, exchange poems with a partner. Did you punctuate the poem in the same way? Why do you think the poet did not use regular punctuation? Discuss your ideas and write your answers below.

TeamWork

Interpret

1. The Caterpillar In a small group, read aloud the last two lines of the poem “How soft a Caterpillar steps—.” Discuss what you think Dickinson means in those lines. Now imagine that Dickinson were a student in your class. What words might she use to get her point across if she were a kid living today? Write your response below.

2. The Spider With your group, discuss the following questions: Who normally eats dinner together? Who is having dinner together in the poem? Do you think “Dinner Together” is a good title for the poem? Write your group’s answers and explain your reasons on the lines below.

Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

1. What is the speaker in "Dinner Together" doing when he or she sees the spider?
 - A. going to sleep
 - B. cleaning
 - C. cooking
 - D. reading
2. Where is the caterpillar in Dickenson's poem?
 - F. on the speaker's floor
 - G. on the speaker's book
 - H. on the speaker's hand
 - I. in the speaker's garden

Write your answer to open-ended question A in the space provided below.

- A. How do the bugs in these poems seem to feel about being watched? How can you tell? Use details from the poems to support your answer.

Multiple-Choice Questions

1. (A) (B) (C) (D) 2. (F) (G) (H) (I)

Open-Ended Question

- A. _____

word power

Vocabulary Check

Write the word from the word list that belongs in the blank in each sentence.

glisten *v.* to give off a sparkling reflection

plush *n.* a soft fabric similar to velvet; something that is very soft

intent *adj.* focused or fixed on

1. The young child cuddled up with his _____ teddy bear.
2. I like to watch my ring _____ when the sunlight shines on it.
3. The small kitten, _____ on catching a fly, did not notice that he knocked over the vase.

GET READY TO READ!

POETRY

Connect

Freewrite Almost everyone daydreams from time to time. Daydreaming is when you sit quietly and let your mind go where it wants to. Daydreams are often pleasant mental pictures of your hopes and dreams, but they can also be a sign of your fears. Freewrite about daydreaming on the lines below. What do you think about when you daydream? Do you usually daydream during a certain season or at a certain time of day?

In this poem, you will read about daydreamers and the things they dream about.

Did You Know?

Building Background You may get in trouble for daydreaming too often in school, but many scientists agree that daydreaming is good for you. Daydreams help you learn from the past and get ideas about the future.

- Daydreams may help you put yourself into someone else's shoes. When you daydream while a friend speaks, your mind may form pictures of what your friend is saying. These pictures can help you understand your friend's ideas better.
- Daydreams can make you better at things you do when you're not daydreaming. For example, if a soccer player daydreams about kicking the ball and scoring goals, he or she may play better in a real game.
- Daydreams can help you relax. Thinking about peaceful and happy places can help you calm down when you're worried.

Reason to Read

Setting a Purpose for Reading Read to find out what the speaker in a poem thinks about daydreaming.

word power

Poetry Power

Poetry is organized in parts called **lines** and **stanzas**. A **line** is a word or group of words in a row. A **stanza** is a group of lines.

- Some poetry has to follow rules. These poems have a certain number of **syllables**, or beats, in each line and a certain number of lines in each stanza.
- Other poetry, called **free verse**, doesn't have to follow any rules. Poems in free verse can have lines and stanzas of any length. The poem you are about to read is in free verse.
- When you read **free verse**, remember that the poet most likely chose line lengths and stanza lengths to draw your attention to certain words and ideas.

What You'll Learn

Key Goals As you read, look for notes about these important skills. The notes will help you understand the poem better.

🔑 **Reading Focus:** Question

🔑 **Think It Over:** Analyze

🔑 **Literary Element:** Rhyme

🔑 **Reading Coach:** Reading Complete Thoughts

Hot Words

Mark the text Choose your own words

As you read, circle words that you want to know more about.

Reading Focus

Question As you read, ask yourself questions to be sure you understand the poem. The most helpful questions begin with *who*, *what*, *when*, *where*, *why*, and *how*. **A**

Model: As I read the first few stanzas of the poem, I ask myself, What are daydreamers and their dreams like? The speaker says the daydreamers are "holding their bodies still." Their dreams are busy—they move and jump around.

Reading Coach

Reading Complete Thoughts Sometimes a poet divides one complete thought into many lines of poetry. Reading a poem's punctuation can help you figure out where one thought ends and another begins. **B**

Mark the text Circle the commas (,) and the period (.) in the boxed text. Reread the lines, pausing only at commas and stopping only at the period. Now use your own words to rewrite the thought on the lines below.

Daydreamers

Eloise Greenfield

Daydreamers . . .

holding their bodies still
for a time
letting the world turn around them

5 while their dreams hopscotch,
doubledutch,¹ dance,

thoughts rollerskate,
crisscross,
bump into hopes and wishes. **A**

10 Dreamers
thinking up new ways,
looking toward new days,

planning new tries,
asking new whys. **B**

15 Before long,
hands will start to move again,
eyes turn outward,
bodies shift for action,
but for this moment they are still,

1. *Doubledutch* is a jump-rope game using two ropes swung crisscross by two turners.

they are
the daydreamers,
letting the world dizzy itself
without them.

Scenes passing through their minds
make no sound
glide from hiding places
promenade² and return
silently

the children watch their memories
with spirit-eyes
seeing more than they saw before **C**

feeling more
or maybe less
than they felt the time before
reaching with spirit-hands
to touch the dreams
drawn from their yesterdays

They will not be the same
after this growing time,
this dreaming.
In their stillness they have moved
forward

toward womanhood
toward manhood.
This dreaming has made them
new.



2. To *promenade* is to walk in an unhurried way, usually in a public place.

20



Key Analyze Looking at each thing the speaker says can help you understand the whole poem. Why does the speaker say the children are “seeing more than they saw before” when they “watch their memories”? **C**

25

30

35

40

45



Reading Check

Step 1 Think about the poem you have read. Then write a short sentence that tells how the speaker feels about daydreaming.

Step 2 Do you think your daydreams help you, or are they just a waste of time? Why?

Hot Words

Choose three words you circled as you read. Write them in your **Hot Words Journal** at the back of this book and do one of the activities listed there.

READING WRAPUP

Buddy Up

Reading Complete Thoughts

Using Your Own Words While you read the poem, you practiced reading a group of lines that formed a complete thought. With a partner, pick another group of lines that forms a complete thought. Take turns reading those lines out loud. Discuss what the lines mean. Then rewrite the thought in your own words on the lines below.

TeamWork

Analyze

Figuring Out Free-style This poem is an example of **free verse**. Remember that in free verse, the poet decides how long to make each line and stanza. This poem has different line lengths and stanza lengths. Look at the poem on the pages. Notice that the words flow in and out. Some stanzas are short and choppy. Other stanzas are long and flow well. Why do you think the poet decided to make the lines and stanzas so different from each other? Discuss your thoughts with a small group. Then summarize your discussion on the lines below.

Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

- When daydreamers are in the middle of daydreaming, they are usually
A. fast.
B. quiet.
C. lonely.
D. talkative.
- The thoughts in a daydreamer's head
F. move quickly.
G. stop for a while.
H. upset the daydreamer.
I. do not help the daydreamer.

Write your answer to open-ended question A in the space provided below.

- A. According to the poem, how does daydreaming help a person?

Multiple-Choice Questions

1. (A) (B) (C) (D) 2. (F) (G) (H) (I)

Open-Ended Question

A. _____

Literary Element

Key Rhyme

Rhyme is the repetition of sounds at the end of words. For example, the words *cold* and *bold* rhyme. *Blood* and *mud* rhyme too. In poetry, often the last word of one line rhymes with the last word of another line. Some poems have a certain scheme, or set of rules, about which lines have to rhyme. But poems in **free verse**, like "Daydreamers," don't have to follow any rules.

In "Daydreamers," Eloise Greenfield chooses to use rhyme. Reread the poem and look for three pairs of rhyming words. Keep in mind that the rhyming words are often at the ends of lines. Fill in the chart by writing each pair of rhyming words and the line numbers where you found them.

Rhyming Words	Line Numbers

GET READY TO READ!

POETRY

Connect

Sharing Ideas People love to talk about the weather. Poets, singers, writers, news reporters—everyone has his or her own opinion about it. What kind of weather makes you the happiest? Think of three reasons you enjoy your favorite kind of weather. Then share your thoughts with your class.

In this poem, you'll read about one person's feelings about rain.

Did You Know?

Building Background Weather affects how you feel, how much energy you have, the way you sleep and play, and possibly even how much you get into trouble!

- Studies show that people read more when the weather is colder. Students tend to do better on tests in colder months.
- School children are less likely to get into trouble when the air is moist than when the air is dry.
- People are healthier when they have nice weather that changes just a little from day to day rather than weather that stays the same all the time.

Reason to Read

Setting a Purpose for Reading Read to find out how the speaker of this poem feels about rain.

word power

Poetry Terms

A **figure of speech** is an expression, or a group of words, that has a different meaning from the exact meaning of the words. Poets often use figures of speech to compare an unfamiliar person or thing to another familiar person or thing. Some kinds of figures of speech are listed here:

- A **simile** is a figure of speech that uses *like* or *as* to compare two things that seem very different. For example, "friends are like water" is a simile.
- A **metaphor** is a figure of speech that compares seemingly unlike things without using *like* or *as*. "Books are doors to the world" is an example of metaphor.
- **Personification** is a figure of speech that describes an animal, object, or idea in a way that makes it seem human. "The wind bit my cheek" is an example of personification.

What You'll Learn

Key Goals As you read, look for notes about these important skills. The notes will help you understand the poem better.

- **Reading Focus:** Connect
- **Literary Element:** Personification
- **Reading Coach:** Understanding Imagery

April Rain Song

Langston Hughes

Let the rain kiss you.

Let the rain beat upon your head with silver liquid drops. **A**

Let the rain sing you a lullaby.

The rain makes still pools on the sidewalk.

The rain makes running pools in the gutter.

The rain plays a little sleep-song on our roof at night— **B**

And I love the rain.



Reading Check

Reading Coach

Understanding

Imagery Poets want you to see, hear, feel, smell, and taste what they are describing. “Silver liquid drops” is an example of **imagery**, or words that help you use your senses to see, hear, feel, smell, and taste what is being described. The image of “silver liquid drops” appeals to, or invites you to use, your sense of sight. You should try to see in your mind how the raindrops look. **A**

5

Mark the text

Read lines 4–6 of the poem. Underline or highlight another example of imagery in those three lines of text. Which of your five senses—sight, hearing, touch, smell, or taste—does the image appeal to? Write your answer on the line below.

Reading Focus

Connect You’ll enjoy a poem more if you link what you read to your own life. The sound of rain is pleasant and relaxing to the speaker. How does the sound of rain make you feel? **B**



Reading Check

Why does the speaker love the rain?

READING WRAPUP

Going Solo

Connect

Rain or Shine In the last line of the poem, the speaker says "And I love the rain." How do you feel about rain? Do you always feel the same when it rains? On the lines below, write at least two sentences that tell how you feel about rain.

Buddy Up

Understanding Imagery

Common Sense You practiced understanding the images in the poem. Now try your skills on some other images. Read the images below. With a partner, discuss each image. Which sense or senses does each image appeal to? Write your answer on the line next to each image.

the hissing and popping of a fire _____

icy water rushing over jagged rocks _____

a lemon so sour it makes your lips pucker _____

Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

- What does the speaker say you should let the rain do to you?
A. hug you
B. chase you
C. sing to you
D. cheer you up
- Which word most likely describes the rain the speaker is talking about?
F. scary
G. gentle
H. freezing
I. dangerous

Write your answer to open-ended question A in the space provided below.

- A. How does the title help the reader understand the poem? Use details and information from the poem to support your answer.

Multiple-Choice Questions

1. (A) (B) (C) (D) 2. (F) (G) (H) (I)

Open-Ended Question

A. _____

Think about the ways that the rain seems like a human in “April Rain Song.” List three examples on the chart below. Then describe the feeling that the examples create.

The Glencoe Reader

Reading Folktales and Myths

You probably know some of these characters from folktales and myths:

- Snow White
- Coyote the trickster
- Anansi
- the Argonauts

Folktales are traditional stories passed down by storytellers for generations before being written down. Most authors of folktales are unknown. Folktales include animal stories, legends, trickster tales, fairy tales, tall tales, and myths. **Myths** are traditional stories that explain the beliefs and practices of a group of people. Myths often deal with gods, heroes, and supernatural events.

You probably have read a folktale or myth that included one of the following things. Circle one that you know about. Write the title of a folktale or myth that it describes. For example, you might circle “talking animals” and write “The Three Little Pigs.”

talking animals

people tricking others or getting tricked

test of love

the wise against the unwise

three wishes



Why Read Folktales and Myths?

People read folktales and myths for fun because these stories have unusual characters and exciting plots. But folktales and myths do more than entertain. They can tell how people long ago explained natural events. Myths and folktales give you a peek into the traditions of other groups and help you learn about their customs.

What's the Plan?

Folktales and myths are organized like other stories. They are usually in chronological order—the order in which events happen. They have characters, settings, plots, and themes. **Characters** in folktales may be ordinary people, or they may have special powers. The **theme** of a folktale is often a lesson about life that everyone can understand.

What Do I Look For?

Folktales and myths have some common elements. Look at this part of the folktale “Pecos Bill.”

Characters do the action in the story. In folktales, the characters can be people, animals, or objects. In myths, some characters may be gods or heroes.

Authors may use **exaggeration**, or making something bigger than it really is, to create humor.

Dialogue is the conversation between characters.

The **conflict** is the problem in the story. Characters might be in conflict with each other or with a force of nature.

The **setting** is the time and place of the story.

Mark the text

Find It! Circle an example of exaggeration on the page.

PECOS BILL

Mary Pope Osborne

Ask any coyote near the Pecos River in western Texas who was the best cowboy who ever lived, and he'll throw back his head and howl, “Ah-hooo!” If you didn't know already, that's coyote language for Pecos Bill.

When Pecos Bill was a little baby, he was as tough as a pine knot. He teethed on horseshoes instead of teething rings and played with grizzly bears instead of teddy bears. He could have grown up just fine in the untamed land of eastern Texas. But one day his pappy ran in from the fields, hollering, “Pack up, Ma! Neighbors movin' in fifty miles away! It's gettin' too crowded!”

Before sundown Bill's folks loaded their fifteen kids and all their belongings into their covered wagon and started west.

As they clattered across the desolate land of western Texas, the crushing heat nearly drove them all crazy. Baby Bill got so hot and cross that he began to wallop his big brothers. Pretty soon all fifteen kids were going at one another tooth and nail. Before they turned each other into catfish bait, Bill fell out of the wagon and landed *kerplop* on the sun-scorched desert.

The others were so busy fighting that they didn't even notice the baby was missing until it was too late to do anything about it.

Well, tough little Bill just sat there in the dirt, watching his family rattle off in a cloud of dust, until an old coyote walked over and sniffed him.

“Goo-goo!” Bill said.

Now it's an amazing coincidence, but “Goo-goo” happens to mean something similar to “Glad to meet you” in coyote language. Naturally the old coyote figured he'd come across one of his own kind. He gave Bill a big lick and picked him up by the scruff of the neck and carried him home to his den.

Bill soon discovered the coyote's kinkfolk were about the wildest, roughest bunch you could imagine. Before he knew it, he was roaming the prairies with the pack. He howled at the moon, sniffed the brush, and chased lizards across the sand. He was having such a good time, scuttling about naked and dirty on all fours, that he completely forgot what it was like to be a human.

Pecos Bill's coyote days came to an end about seventeen years later. One evening as he was sniffing the sagebrush, a cowpoke came loping by on a big horse. “Hey, you!” he shouted. “What in the world are you?”

Bill sat on his haunches and stared at the feller.

“What are you?” asked the cowpoke again.

“Varmint,” said Bill hoarsely, for he hadn't used his human voice in seventeen years.

“No, you ain't!”

“Yeah, I am. I got fleas, don't I?”

“Well, that don't mean nothing. A lot of Texans got fleas. The thing varmints got that you ain't got is a tail.”

How Do I Read It?

These **reading strategies** will be especially useful when you read folktales and myths.

Predict: During reading, see if you can predict what will happen next. Then read on to see if your prediction matches what happens.

Monitor Comprehension: Take a moment now and then to ask yourself if you understand.

Visualize: Use the funny language, colorful characters, and exaggeration to help you picture the action in your mind.

For more information on **reading strategies**, see pages 322–328 in the **Reading Handbook**.

DO IT!

Read the folktales and myths that follow. Be sure to

- recognize and interact with the **literary elements** in folktales and myths
- use **reading strategies** to help you get the most from your reading

GET READY TO READ!

FOLKTALE

Connect

List Ideas Have you ever wondered why dogs are such popular pets? Discuss the following questions with your classmates. What does a person gain from having a dog as a pet? What does the dog get out of the relationship? List your ideas on the board as you discuss.

In this folktale, you'll read about Brer Dog, a wild dog that convinces a family to keep him as a pet.

Did You Know?

Building Background Dogs have been humans' best friends for a long time! They first became domesticated, or tamed, about 80,000 years ago. The first domestic dogs were most likely used by tribespeople to hunt animals, but they were soon put to many other uses. People in ancient Middle Eastern civilizations trained their dogs to attack enemies. In Persia, dogs were bred to hunt wolves, bears, and lions. In Tibet, they were used to herd and guard livestock. Ancient Egypt was one of the first civilizations to honor and protect dogs. Anubis, an Egyptian god, was pictured as a human with a dog's head. Egypt also had the first law forbidding humans from treating dogs cruelly.

Reason to Read

Setting a Purpose for Reading Read to find out how Brer Dog goes from being a wild dog to a tame dog.

FOLDABLES™ Graphic Organizer

As you read, use the following **Foldable** to keep track of why the main characters do what they do.

1. Place a sheet of paper in front of you so that the short side is at the top. Fold the paper in half from top to bottom.
2. Fold in half again from side to side to divide the paper into two columns. Unfold the paper so the two columns show.
3. Draw a line along the column crease. Then through the top layer of paper, cut along the lines you drew, forming two tabs.
4. Label the tabs **Why Brer Dog Wants to Be a Pet** and **Why the Humans Keep Him**.
5. Under the first tab, write Brer Dog's reasons for going to Mister Man and Miz Woman's house and staying there. Under the second tab, write the people's reasons for keeping him as a pet.



word power

Vocabulary Preview

Read the definitions of these words from "Why Dogs Are Tame." Use the guides in parentheses () to help you say each word out loud. Then, when you see a vocabulary word in the story, look at the definition at the bottom of the page. If the meaning still isn't clear, use the words and ideas around the vocabulary word (the context clues) to help you figure out the meaning.

gait (gāt) *n.* a particular way of moving on foot; p. 89

meander (mē an' der) *v.* to wander aimlessly; p. 89

commiserate (kə miz' ə rāt') *v.* to express sympathy; p. 90

proposition (prop' ə zish' ən) *n.* a suggestion; p. 90

lurk (lurk) *v.* to stay hidden, ready to attack; p. 93

Hot Words Journal

As you read, circle any words that you want to know more about. They might be words you really like or words that you don't understand. Later, you may add them to your **Hot Words Journal** at the back of this book.

What You'll Learn

Key Goals As you read, look for notes about these important skills. They'll help you understand the folktale better.

🔑 **Reading Focus:** Predict

🔑 **Think It Over:** Main Idea

🔑 **Literary Element:** Folktale

🔑 **Reading Coach:** Understanding Descriptive Language

Reading
Coach

Why Dogs Are Tame

Julius Lester

Back in the days when people and animals lived on the earth like kinfolk,¹ Brer² Dog ran with the other animals. He galloped with Brer Fox and loped with Brer Wolf, and cantered with Brer Coon. He went through all the gaits and had as good a time as the other animals and as bad a time too.

It was after one of them bad times that Brer Dog started thinking. Somewhere between Monday morning and Saturday night Brer Dog was sitting in the shade, scratching and thinking about the winter that had just ended. The wind had carried knives and cut through everything standing in its path. **Hungriness built a skyscraper in Brer Dog's stomach and moved in with all his kin.** Brer Dog was so thin he would've counted his ribs if he had known his numbers. He didn't want to go through another winter like that. **A**

That's what Brer Dog was thinking when Brer Wolf came meandering along.

1. *Kinfolk*, or kin, means family.

2. *Brer* is a shortened way to say "Brother."

Vocabulary

gait (gāt) *n.* a particular way of moving on foot

meander (mē an' dər) *v.* to wander aimlessly

Understanding Descriptive Language

Sometimes authors use descriptive language to make a folktale more interesting and lively. Don't worry if you don't know *exactly* what the language means. Just try to get the sense of it. For example, look at the highlighted sentence. The narrator says that "Hungriness built a skyscraper in Brer Dog's stomach." What does that mean? **A**

Model: It means that Brer Dog has a huge hunger. He is very hungry.

word power

Using Context Clues Don't forget, when you're not sure what an underlined vocabulary word means, look before and after the word for **context clues**, such as descriptions, examples, or synonyms. Use the clues to help you take a guess at the word's meaning.

Keep This in Mind

Use these marks to show your thoughts as you read.

? I have a question about something here.

! This caught my eye.

★ Here is something I should remember.

Literary Element

Folktale Traditional stories that have been passed down by word of mouth are known as **folktales**. Often, they feature extraordinary events, characters with special powers, or animals that talk. Write down a detail that makes this story a folktale. **B**

Reading Coach

Understanding Descriptive Language Think about what kind of object could "blow your lights out." What do you think Mr. Man's "walking cane" really is? **C**

Think It Over

Main Idea The **main idea** is the most important point that the author is trying to make. What is the main idea of the boxed paragraph? Check one. **D**

- ☐ Brer Dog is scared but goes through the gate because he is hungry.
- ☐ Brer Dog goes through the gate because it is open.
- ☐ Brer Dog doesn't go through the gate.

"Howdy, Brer Dog!"

"Howdy back, Brer Wolf!"

- 20 "Brer Dog, you look like you and food are angry at each other. Not that I'm on the friendliest of terms with food myself."

"I hear you," Brer Dog responded.

They commiserated with one another for a while and then Brer Wolf asked, "So what are you up to today?"

"It don't make no difference what I'm up to if I don't find dinner."

"You can't have dinner if you don't have a fire."

"Where am I going to get fire?"

- 30 Brer Wolf thought for a minute. "Well, the quickest way I know is to borrow some from Mr. Man and Miz Woman." **B**

"That's a risky proposition."

"I know it."

Mr. Man had a walking cane that he could point at you and blow your lights out. **C**

Brer Dog was desperate, though. "I'll go for the fire," he told Brer Wolf, and off he went.

- Before long he was sitting by the gate outside Mr. Man's house. If the gate had been closed, Brer Dog would've gone
40 back from where he came. But some of the children had been playing and left the gate open. Brer Dog didn't want to go through the gate 'cause he didn't want to get his lights blown out. On the other hand, his lights were getting dim because he was so hungry. He walked through the gate as scared as scared can be. **D**

He heard hogs grunting and pigs squealing and hens cackling and roosters crowing, but he didn't turn his head

Vocabulary

commiserate (kə miz'ə rāt') *v.* to express sympathy

proposition (prop'ə zish'ən) *n.* a suggestion

toward grunt or squeal, cackle or crow. He started toward the front door, but it looked too big and white. He went to the back door, and from inside he heard children laughing and playing. For the first time in his life, Brer Dog felt lonely.

50

He sat down by the back door, afraid to knock. He waited. After a while somebody opened the door and then shut it real quick. Brer Dog didn't see who it was because his eyes were on the ground. **E**

A few minutes later Mr. Man came to the door. In his hand was the stick that would put your lights out. "What you want?" he asked Brer Dog.

Brer Dog was too scared to say anything, so he just wagged his tail.

"As far as I know, you ain't got no business here, so be on your way," Mr. Man said.

Brer Dog crouched down close to the ground and wagged his tail some more. Mr. Man looked at him real hard, trying to decide whether or not to shoot him.

60

Miz Woman wondered who her husband was talking to. She came to the door and saw Brer Dog crouching on the ground, wagging his tail, his tongue hanging out of the side of his mouth, his eyes so big and wet that he looked like he was going to cry at any minute. **F**

70

"Poor fella," Miz Woman said. "You not going to hurt anybody, are you?"

"No, ma'am," Brer Dog responded. "I just come to ask if I could borrow a chunk of fire."

"My goodness! What you need a chunk of fire for?" she wanted to know.

"He wants to burn us out of house and home," Mr. Man put in.

"I wouldn't do that," Brer Dog said. "I need the fire so that if I get something to eat, I can cook it. And if I don't get

80

Reading Focus

Predict

When you make a prediction, you use story clues and the knowledge you already have to guess what might happen next. Do you think Mr. Man and Miz Woman will let Brer Dog in? Or will he be turned away from the house? Write your prediction and an explanation for it on the lines below. **E**

Reading Focus

Visualize What a vivid description of Brer Dog! Can you see him in your mind?

Mark the text

Underline the words or phrases in the boxed paragraph that help you imagine what Brer Dog looks like as he crouches in the doorway. Then, using these details, explain how you would feel about Brer Dog if you were Miz Woman. **F**

Think It Over

Key Main Idea Sometimes the main idea of a paragraph is stated directly in one of the sentences. Reread this paragraph and underline the sentence that holds the main idea. **G**

Mark the text

Reading Check

Step 1 Ask yourself how well you understand the story so far. As you marked the text, did you put a question mark next to anything? Use these strategies to help answer any questions you have.

- Read more slowly.
- Reread confusing passages or read them aloud.
- Read on to see if new story information helps make a passage clear.
- Ask a classmate or a teacher, parent, or other adult for help.

Step 2 When you feel clear about what you've read so far, answer this: Do you think Brer Dog will return to Brer Wolf with the fire? Why or why not? Write your answer on the lines below.

nothing to eat, at least I'll be able to keep warm on these chilly nights."

"You poor thing. Why don't you come in here to the kitchen and get as warm as you want."

"I don't want that animal in my house," Mr. Man protested.

"He's so cuuuuute," Miz Woman said.

Brer Dog didn't say anything. He just tried to look cute as he trotted in the house.

There was a big fireplace in the kitchen, and he sat down
90 on the hearth.³ The children were sitting around the table eating their supper. After a while, Brer Dog was feeling right splimmy-splammy.

But he was still very hungry. He looked up with his big eyes and saw the children eating corn bread and collard greens and ham hocks.⁴ His eyes followed the children's hands from plate to mouth, mouth to plate, plate to mouth, mouth to plate. **G**

Miz Woman saw Brer Dog watching the children. She went to the cabinet and got a plate and put some ham, corn bread, and juice from the greens on it and set it down in front of
100 Brer Dog.

Brer Dog gobbled it up with one gulp. It wasn't enough to satisfy his hunger, but he was afraid that if they saw how hungry he really was, they wouldn't let him stay.

So he stretched out in front of the fire, yawned loudly, and put his head across his paws and pretended he had fallen asleep.



Reading Check

Wasn't long before he smelled a familiar smell. He smelled the familiar smell of Brer Wolf. He raised his head and looked toward the door.

3. The *hearth* is the floor of a fireplace. It often extends out into the room.

4. *Collard greens* and *ham hocks* are food that is traditionally eaten in the South.

Mr. Man noticed the dog looking toward the door. “Is there something sneaking around out there?”

Brer Dog got up, trotted to the door, and growled a low growl.

“There’s a varmint⁵ out there, ain’t it?” Mr. Man said, getting his rifle from over the fireplace. He opened the door, and what should he see but Brer Wolf running out the gate. Mr. Man raised the rifle and—*kerblam!* Brer Wolf howled. The shot missed Brer Wolf, but the scare was a bull’s-eye.

After that Mr. Man had a new appreciation for Brer Dog. Brer Dog showed he could be useful in many ways. He headed the cows off when they made a break to go into the woods. He took care of the sheep. Late up in the night, he warned Mr. Man if any varmints were lurking around. When Mr. Man went hunting, Brer Dog was there to keep him company. And he played with Mr. Man’s and Miz Woman’s children as if he was one of them. And for all that, Brer Dog didn’t want anything more than food to eat and a place in front of the fire. **H**

Before long Brer Dog was fat and sleek. One day he was out by himself in the woods when he met up with Brer Wolf.

“Howdy, Brer Wolf.”

Brer Wolf don’t say nothing for a while. Finally, “So why didn’t you come back with the fire that day?”

Brer Dog pointed to the collar around his neck. “See this? I belong to Mr. Man and Miz Woman now.”

“You look like you haven’t missed a meal in a long time. How come I can’t come there and have them own me?”

“Come on!” **I**

The next morning Brer Wolf knocked on Mr. Man’s door. Mr. Man looked out to see who it was. When he saw Brer Wolf, Mr. Man got his rifle and went to the door.

5. Here, *varmint* means “a pesky animal.” It’s an informal way of saying vermin, insects or animals that are harmful or destructive.

Vocabulary

lurk (lurk) *v.* to stay hidden, ready to attack

110



Now would be a good time to add to your **Foldable**. Write down why Brer Dog wants to be the humans’ pet and why Mr. Man and Miz Woman like having him as a pet. **H**

120



Predict Do you think Mr. Man and Miz Woman will make Brer Wolf their pet too? Tell why or why not on the lines below. **I**

130

140



Reading Check

Step 1 Look back over the passages you marked in the story and the things you wrote in your **Foldable**. Now pretend that you are Mr. Man and tell why you decided to make Brer Dog a part of the family.

Step 2 Now think about your own life. If you have a pet, tell why you like having it. If you don't have a pet, explain why you would or wouldn't like to get one.

Hot Words

Choose three words, either from the underlined vocabulary or from the words you circled. Record them in your **Hot Words Journal** at the back of this book and do one of the activities listed there.

Brer Wolf tried to be as polite as he could. He smiled. I don't know if you've ever seen a wolf smile. It is not a pleasant sight. Mr. Man saw a mouth full of teeth as sharp as grief. Mr. Man raised his rifle and—*kerblam!*—took a shot at Brer Wolf.

Some folks say he missed. Others say he gave him natural air-conditioning. I don't know how that part turned out.

What I do know is that Brer Dog has been living in people's
150 houses ever since.



Reading Check

Going Solo

Key Main Idea

Tell a Friend Imagine that a friend asks you what “Why Dogs are Tame” is about. How would you describe the folktale? Remember to think about the title! On the lines below, write down the main ideas of the tale.

Buddy Up

Key Predict

1. The Next Chat At the end of the story, Mr. Man shoots at Brer Wolf, and the reader is not told if Mr. Man misses or hits him. Let’s say he misses. What might Brer Wolf say to Brer Dog the next time they meet? With a partner, role-play their conversation. On the lines below, summarize the things they talk about.

2. Brer Cat What might happen if Brer Cat decided to go to Mr. Man and Miz Woman’s house to get warm? How would Brer Dog feel about that? With a partner, write a scene that could happen. Write your first paragraph below.

TeamWork

Key Understanding Descriptive Language

1. Figure It Out With a group of classmates, figure out what each of the following examples of descriptive language means. Be sure to get input from all members of the group. Write your answers below.

The wind had carried knives and cut through everything standing in its path. (lines 10–12)

On the other hand, his lights were getting dim because he was so hungry. (lines 43–44)

2. In Your Own Words Use your own words to paraphrase the sentences below.

“Brer Dog, you look like you and food are angry at each other.” (lines 20–21)

After a while, Brer Dog was feeling right splimmy-splammy. (lines 91–92)

With your group, take turns reading your versions of the sentences. Then discuss why the author’s descriptive language is better for the story.

Literary Element

← Folktale

Folktales are old stories that were originally passed down by word of mouth. Folktales are often set in the past, in a land far removed from modern life. Often the main character in a folktale is a simple, common person (or animal) who is facing an everyday problem. Some folktales include magic or animals that talk.

The chart below lists some of the parts of a folktale. Think about “Why Dogs Are Tame.” Then write a few details from the story that are examples of each part listed on the chart.

SETTING	
MAIN CHARACTER AND THE PROBLEM HE OR SHE FACES	
MAGIC OR ANIMALS THAT TALK	

Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

1. What is Brer Dog's original purpose for going to see Mr. Man and Miz Woman?
 - A. to get fire
 - B. to get food
 - C. to get love
 - D. to get shelter
2. When does Mr. Man begin to accept Brer Dog?
 - F. when Brer Dog shows up at her house
 - G. when Miz Woman says Brer Dog is cute
 - H. when the children play with him in the yard
 - I. when Brer Dog warns him that there is something outside

Write your answer to open-ended question A in the space provided below.

- A. How does Brer Dog convince the humans to take him as a pet? Use examples from the folktale to support your response.

Multiple-Choice Questions

1. (A) (B) (C) (D) 2. (F) (G) (H) (I)

Open-Ended Question

A. _____



Vocabulary Check

Write the word from the word list that belongs in the blank of each sentence.

gait *n.* a particular way of moving on foot

meander *v.* to wander aimlessly

commiserate *v.* to express sympathy

proposition *n.* a suggestion

lurk *v.* to stay hidden, ready to attack

1. Because neither of us won the prize, we could _____ with each other.
2. Every day, the big dog would _____ in the bushes, waiting to jump out and bark at me.
3. I'd like to make a _____ for how we can improve the team.
4. Trotting is my horse's favorite _____.
5. Why do you _____ off the path so much?

GET READY TO READ!

MYTH

Connect

Think-Pair-Share It's a good thing, isn't it, to be proud of yourself and your family, proud of your country? That kind of pride can lead people to do wonderful, even heroic, things. But can too much pride be a bad thing? Think of some famous people—maybe athletes, politicians, or movie stars—who have gotten into trouble because they thought they were too important. With a partner, share your ideas about how being proud can be both good and bad. Then discuss your thoughts with the whole class.

In this story based on a myth, you'll read about a father and son who learn hard lessons about having too much pride.

Did You Know?

Building Background Jane Yolen's story, like the Greek myth it comes from, includes gods, superhuman events, heroes, and lessons about how to behave. The story begins in Greece, a country on the Mediterranean Sea. As the story moves on, the setting changes to the island of Crete, off the coast of Greece. The story ends on the island of Sicily, just off the tip of Italy. Daedalus, the main character in this story, is believed to have been a real person.

Reason to Read

Setting a Purpose for Reading Read to find out what happens to Daedalus and his son Icarus because of their pride.

FOLDABLES™ Graphic Organizer

As you read, use the following **Foldable** to keep track of the things Daedalus and Icarus do because of pride.

1. Place a sheet of paper in front of you so that the short side is at the top. Fold the paper in half from top to bottom.
2. Fold in half again from side to side to divide the paper into two columns. Unfold the paper so the two columns show.
3. Draw a line along the column crease. Then through the top layer of paper, cut along the line you drew, forming two tabs.
4. Label the left tab **What Daedalus does because of pride** and the right tab **What Icarus does because of pride**.
5. As you read, write under each tab the things that Daedalus and Icarus do because of their pride.

What Daedalus does because of pride	What Icarus does because of pride
---	---

word power

Vocabulary Preview

Read the definitions of these words from "Wings." Use the guides in parentheses () to help you say each vocabulary word out loud.

consequence (kon'sə kwens') *n.* the result of an earlier action; p. 100

exile (eg'zīl) *n.* someone who is forced to leave his or her home, community, or country; p. 100

devise (di vīz') *v.* to invent; plan; p. 101

devour (di vour') *v.* to eat up greedily; p. 103

bemoan (bi mōn') *v.* to express great sadness; cry out; p. 104

realm (relm) *n.* a kingdom; any area of power or control; p. 107

singe (sinj) *n.* a burning or scorching, especially at the tip or edge of something; p. 107

lure (loor) *n.* a powerful attraction that is hard to turn away from; p. 107

Hot Words Journal

As you read, circle words that you want to know more about. Later you may add them to your **Hot Words Journal** at the back of this book.

What You'll Learn

Key Goals As you read, look for notes about these important skills. The notes will help you understand the myth better.

🔑 **Reading Focus:** Summarize

🔑 **Think It Over:** Infer

🔑 **Literary Element:** Myth

🔑 **Reading Coach:** Understanding Author's Style

Wings

Jane Yolen

Once in ancient Greece, when the gods dwelt¹ on a high mountain overseeing the world, there lived a man named Daedalus² who was known for the things he made.

He invented the axe, the bevel, and the awl.³ He built statues that were so lifelike they seemed ready to move. He designed a maze⁴ whose winding passages opened one into another as if without beginning, as if without end. **A**

But Daedalus never understood the labyrinth of his own heart. He was clever but he was not always kind. He was full of pride but he did not give others praise. He was a maker—but he was a taker, too.

The gods always punish such a man. **B**

Athens⁵ was the queen of cities and she had her princes. Daedalus was one. He was a prince and he was an artist, and he was proud of being both.



Did You Know?

A maze is also called a *labyrinth* (lab'ə rinth').

Reading Focus

Summarize

When you **summarize** a passage or a story, you retell the main ideas in your own words. To make sure you understand what you are reading, stop often to summarize. Keep in mind that a good summary is short and tells only the important events or ideas. On the lines below, write a one-sentence summary of the first two paragraphs. **A**

Reading Coach

Understanding Author's Style

In ancient Greek stories, there is often an extra group of storytellers, called a **chorus**, to help you understand the thoughts and actions of the gods. In this myth, the author sets the words of the chorus in a special type called *italics*. **B**

10

Mark the text

As you read this page, underline the words of the chorus. They'll explain what the gods are thinking and doing.

1. In Greek myths, the gods lived (*dwelt*) on Mount Olympus.

2. *Daedalus* (ded'əl əs)

3. The *bevel* is a tool for measuring and marking angles. The pointed *awl* is used to make small holes or designs in materials.

4. In Daedalus's *maze*, footpaths were separated by high walls that made it difficult for a person to find the way out.

5. *Athens* was one of the greatest city-states of ancient Greece.

word power

Read Aloud When you come to an underlined vocabulary word, try this strategy: First, read out loud the sentence where you see the underlined word. Then reread the sentence, using the definition at the bottom of the page in place of the word.

Literary Element

Myth People have always used myths to explain the ways humans behave and to show the results of their actions. In this myth, readers learn what happens when Daedalus's pride causes him to act carelessly. **C**

Mark the text Underline or highlight the sentence that tells what bad thing Daedalus does. Then mark the sentence that tells how the king punishes Daedalus. On the lines below, write what Daedalus does and what happens as a result.

The very elements⁶ were his friends, and the people of
20 Athens praised him.

"The gods will love you forever, Daedalus," they cried out to him as he walked through the city streets.

The gods listened and did not like to be told what to do.

A man who hears only praise becomes deaf. A man who sees no rival to his art becomes blind. Though he grew rich and he grew famous in the city, Daedalus also grew lazy and careless. And one day, without thought for the consequences, he caused the death of his young nephew, Prince Talos, who fell from a tall temple.

30 Even a prince cannot kill a prince. The king of Athens punished Daedalus by sending him away, away from all he loved: away from the colorful pillars of the temples, away from the noisy, winding streets, away from the bustling shops and stalls, away from his smithy,⁷ away from the sound of the dark sea. He would never be allowed to return. **C**

And the gods watched the exile from on high.

Many days and nights Daedalus fled from his past. He crossed strange lands. He crossed strange seas. All he carried with him was a goatskin flask, the clothes on his back, and the
40 knowledge in his hands. All he carried with him was grief that he had caused a child's death and grief that Athens was now dead to him.

6. The ancient Greeks thought that fire, water, air, and earth were the *elements*, or basic materials, from which everything was made.

7. Here, *smithy* means "workshop."

Vocabulary

consequence (kon'sə kwens') *n.* the result of an earlier action

exile (eg'zīl) *n.* someone who is forced to leave his or her home, community, or country

He traveled a year and a day until he came at last to the island of Crete, where the powerful King Minos ruled.

The sands of Crete were different from his beloved Athens, the trees in the meadow were different, the flowers and the houses and the little, dark-eyed people were different. Only the birds seemed the same to Daedalus, and the sky—the vast, open, empty road of the sky.

But the gods found nothing below them strange.

50

Daedalus knew nothing of Crete but Crete knew much of Daedalus, for his reputation had flown on wings before him. King Minos did not care that Daedalus was an exile or that he had been judged guilty of a terrible crime. **D**

“You are the world’s greatest builder, Daedalus,” King Minos said. “Build me a labyrinth in which to hide a beast.”

“A cage would be simpler,” said Daedalus.

“This is no ordinary beast,” said the king. “This is a monster. This is a prince. His name is Minotaur⁸ and he is my wife’s own son. He has a bull’s head but a man’s body. He eats human flesh. I cannot kill the queen’s child. Even a king cannot kill a prince. And I cannot put him in a cage. But in a maze such as you might build, I could keep him hidden forever.”

60

Daedalus bowed his head, but he smiled at the king’s praise. He built a labyrinth for the king with countless corridors and winding ways. He devised such cunning passages that only he knew the secret pathway to its heart—he, and the Minotaur who lived there. **E**

Yet the gods marked the secret way as well.

For many years Daedalus lived on the island of Crete, delighting in the praise he received from king and court.

70

8. *Minotaur* (mīn’ə tōr’)

Vocabulary

devise (dī vīz’) *v.* to invent; plan

Keep This in Mind

Use these marks to show your thoughts as you read.

- ? I have a question about something here.
- ! This caught my eye.
- ★ Here is something I should remember.

Reading Focus

Clarify What does it mean that Daedalus’s “reputation had flown on wings before him”? **D**

Reading Focus

Summarize Reread the boxed text. What is happening here?

Write a short summary of this section. Be sure to answer questions such as *who*, *what*, *why*, *where*, and *when*. Write your summary on the lines below. **E**

Literary Element

Myth The main characters in myths are often heroes who have great talent.

Mark the text Underline some of the things Daedalus creates that show his special talent. **F**

Think It Over

Infer Writers don't tell you everything you should know about characters in their stories. Sometimes, they give you clues and interesting details instead. The rest is up to you. Combine the clues with what you already know and **infer**, or guess, how Daedalus feels about returning to Athens. Write your answer on the lines below. **G**

Reading Focus

Predict What do you think Theseus will ask Daedalus to do? Write a prediction here. **H**

He made hundreds of new things for them. He made dolls with moving parts and a dancing floor inlaid with wood and stone for the princess Ariadne.⁹ He made iron gates for the king and queen wrought¹⁰ with cunning designs. He grew fond of the little dark-eyed islanders, and he married a Cretan¹¹ wife. A son was born to them whom Daedalus named Icarus.¹² The boy was small like his mother but he had his father's quick, bright ways. **F**

80 Daedalus taught Icarus many things, yet the one Daedalus valued most was the language of his lost Athens. Though he had a grand house and servants to do his bidding, though he had a wife he loved and a son he adored, Daedalus was not entirely happy. His heart still lay in Athens, the land of his youth, and the words he spoke with his son helped keep the memory of Athens alive. **G**

One night a handsome young man came to Daedalus' house, led by a lovesick Princess Ariadne. The young man spoke with Daedalus in that Athenian tongue.

90 "I am Theseus,¹³ a prince of Athens, where your name is still remembered with praise. It is said that Daedalus was more than a prince, that he had the gods in his hands. Surely such a man has not forgotten Athens."

Daedalus shook his head. "I thought Athens had forgotten me."

"Athens remembers and Athens needs your help, O prince," said Theseus.

"Help? What help can I give Athens, when I am so far from home?" **H**

100 "Then you do not know . . .," Theseus began.

"Know what?"

9. *Ariadne* (ar'ē ad'nē)

10. *Wrought* means "formed or decorated with care."

11. *Cretan* refers to people or things from Crete.

12. *Icarus* (ik'ər əs)

13. *Theseus* (thē'sē əs)

“That every seven years Athens must send a tribute¹⁴ of boys and girls to King Minos. He puts them into the labyrinth you devised and the monster Minotaur devours them there.”

Horried, Daedalus thought of the bright-eyed boys and girls he had known in Athens. He thought of his own dark-eyed son asleep in his cot. He remembered his nephew, Talos, whose eyes had been closed by death. “How can I help?”

“Only you know the way through the maze,” said Theseus. “Show me the way that I may slay the monster.”

110

“I will show you,” said Daedalus thoughtfully, “but Princess Ariadne must go as well. The Minotaur is her half-brother. He will not hurt her. She will be able to lead you to him, right into the heart of the maze.” **1**

The gods listened to the plan and nodded gravely.

Daedalus drew them a map and gave Princess Ariadne a thread to tie at her waist, that she might unwind it as they went and so find the way back out of the twisting corridors.

Hand in hand, Theseus and Ariadne left and Daedalus went into his son’s room. He looked down at the sleeping boy. **120**

“I am a prince of Athens,” he whispered. “I did what must be done.”

If Icarus heard his father’s voice, he did not stir. He was dreaming still as Ariadne and Theseus threaded their way to the very center of the maze. And before he awakened, they had killed the Minotaur and fled from Crete, taking the boys and girls of Athens with them. They took all hope of Daedalus’ safety as well.

Then the gods looked thoughtful and they did not smile. **1**

14. *Tribute* is a payment that one nation is forced to pay to a more powerful nation.

Vocabulary

devour (di vour') v. to eat up greedily

Reading Focus

Clarify What does Theseus ask Daedalus to do? Write the answer below. **1**

Reading Coach

Understanding

Author’s Style Look at the highlighted words set in *italics* on this page. Remember that these lines are the Greek chorus, telling you what the gods are thinking and doing. Reread line 129. Why are the gods not smiling? Jot your thoughts on the lines below. **1**



Don't forget about your **Foldable!** As you read about the punishment Daedalus receives, remember to jot down what he did because of his pride. As you read on, you'll also write down what Icarus does because of his own pride. **K**



Reading Check

Step 1 Ask yourself, Do I understand what I've read so far? You marked important and interesting passages with stars and exclamation marks, but did you put a question mark next to anything? Here are some strategies you might use to help answer those questions.

- Read aloud.
- Read more slowly.
- Read on to see if what you read next will answer your question.
- Ask a classmate, or a teacher, parent, or other adult for help.

Step 2 Now summarize what happens to Daedalus after he agrees to help Theseus.

130 When King Minos heard that the Minotaur had been slain and Ariadne taken, he guessed that Daedalus had betrayed him, for no one else knew the secret of the maze. He ordered Daedalus thrown into a high prison tower.

"Thus do kings reward traitors!" cried Minos. Then he added, "See that you care for your own son better than you cared for my wife's unfortunate child." He threw Icarus into the tower, too, and slammed the great iron gate shut with his own hand. **K**

The tiny tower room, with its single window overlooking the sea, was Daedalus' home now. Gone was Athens where he had been a prince, gone was Crete where he had been a rich man. All he had left was one small room, with a wooden bench and straw pallets¹⁵ on the floor.

Day after day young Icarus stood on the bench and watched through the window as the seabirds dipped and soared over the waves.

"Father!" Icarus called each day. "Come and watch the birds."

But Daedalus would not. Day after day, he leaned against the wall or lay on a pallet bemoaning his fate and cursing the gods who had done this thing to him.

The gods heard his curses and they grew angry.



Reading Check

One bright day Icarus took his father by the hand, leading him to the window.

"Look, Father," he said, pointing to the birds. "See how beautiful their wings are. See how easily they fly."

15. A *pallet* is a crude bed or mattress.

Vocabulary

bemoan (bi mōn') v. to express great sadness; cry out

Just to please the boy, Daedalus looked. Then he clapped his hands to his eyes. “What a fool I have been,” he whispered.

“What a fool. Minos may have forbidden me sea and land, but he has left me the air. Oh, my son, though the king is ever so great and powerful, he does not rule the sky. It is the gods’ own road and I am a favorite of the gods. To think a child has shown me the way!” **L**

160

Every day after that, Daedalus and Icarus coaxed the birds to their window with bread crumbs saved from their meager meals. And every day gulls, gannets, and petrels, cormorants and pelicans, shearwaters and grebes,¹⁶ came to the sill. Daedalus stroked the feeding birds with his clever hands and harvested handfuls of feathers. And Icarus, as if playing a game, grouped the feathers on the floor in order of size, just as his father instructed.

170

But it was no game. Soon the small piles of feathers became big piles, the big piles, great heaps. Then clever Daedalus, using a needle he had shaped from a bit of bone left over from dinner and thread pulled out of his own shirt, sewed together small feathers, overlapping them with the larger, gently curving them in great arcs. He fastened the ends with molded candle wax and made straps with the leather from their sandals.

At last Icarus understood. “Wings, Father!” he cried, clapping his hands together in delight. “Wings!” **M**

At that the gods laughed, and it was thunder over water.

They made four wings in all, a pair for each of them. Icarus had the smaller pair, for he was still a boy. They practiced for days in the tower, slipping their arms through the straps, raising and lowering the wings, until their arms had grown strong and used to the weight. They hid the wings beneath their pallets whenever the guards came by. **N**

16. [gulls . . . grebes] These are all sea birds.



Infer Reread the boxed text. Think about what Daedalus says. Can you guess if Daedalus has learned any lessons about being too full of pride? **L**



Predict What might Daedalus be planning to do with the wings? **M**



Evaluate What do you think of Daedalus’s plan? Do you think it will work? Write your thoughts on the lines below. Give a reason for your opinion. **N**

Reading Focus

Question What warning is Icarus supposed to remember? **O**

Mark the text

Underline or highlight the words that show that Icarus understands his father's warning. Write the warning in your own words below.

Literary Element

Myth Think about Daedalus's plan to escape. What part of a myth does this piece of the story show? Check the best answer. **P**

- ☐ that myths involve superhuman events
- ☐ that myths show the actions of gods and goddesses
- ☐ that myths are stories that happened long ago

FOLDABLES™

Don't forget your **Foldable**. Be sure to write down what Icarus does because of his pride. **Q**

At last they were ready. Daedalus kneeled before his son.
190 "Your arms are strong now, Icarus," he said, "but do not forget my warning."

The boy nodded solemnly, his dark eyes wide. "I must not fly too low or the water will soak the feathers. I must not fly too high or the sun will melt the wax." **O**

"Remember," his father said. "Remember."

The gods trembled, causing birds to fall through the bright air.

Daedalus climbed onto the sill. The wings made him clumsy but he did not fall. He helped Icarus up.

First the child, then the man, leaped out into the air. They
200 pumped once and then twice with their arms. The wind caught the feathers of the wings and pushed them upward into the Cretan sky.

Wingtip to wingtip they flew, writing the lines of their escape on the air. Some watchers below took them for eagles. Most took them for gods. **P**

As they flew, Daedalus concentrated on long, steady strokes. He remembered earlier days, when the elements had been his friends: fire and water and air. Now, it seemed, they were his friends once more.

But young Icarus had no such memories to steady his wings.
210 He beat them with abandon, glorying in his freedom. He slipped away from his father's careful pattern along a wild stream of wind.

"Icarus, my son—remember!" Daedalus cried out.

But Icarus spiraled¹⁷ higher and higher and higher still. He did not hear his father's voice. He heard only the music of the wind; he heard only the sighing of the gods. **Q**

17. A *spiral* is a curve that moves in a circle away from or closer to a fixed, central point. To *spiral* is to move along this kind of curve.

He passed the birds. He passed the clouds. He passed into the realm of the sun. Too late he felt the wax run down his arms; too late he smelled the singe of feathers. Surprised, he hung solid in the air. Then, like a star in nova,¹⁸ he tumbled from the sky, down, down, down into the waiting sea. **R** 220

And the gods wept bitterly for the child.

“Where are you, my son?” Daedalus called. He circled the water, looking desperately for some sign. All he saw were seven feathers afloat on the sea, spinning into different patterns with each passing wave.

Weeping, he flew away over the dark sea to the isle of Sicily. There he built a temple to the god Apollo,¹⁹ for Apollo stood for life and light and never grew old but remained a beautiful boy forever. On the temple walls Daedalus hung up his beautiful wings as an offering to the bitter wisdom of the gods. 230

So Daedalus’ story ended—and yet it did not. For in Sicily he was received kindly by King Cocalus,²⁰ who was well pleased with his skills.

*Meanwhile, back in Crete, enraged at his prisoners’ escape, King Minos was determined to find and punish them. He proclaimed a great reward for anyone skilled enough to pass a silken thread through the closed spiral of a seashell. He knew that if Daedalus was alive, he could not resist the lure of such a game. **S***

Daedalus was sure he could easily solve the puzzle. He bored a small hole in one end of a shell, moistened it with a bit of honey, then closed 240

18. A *nova* is a star that suddenly increases in brightness and then, over weeks or years, fades back to the way it was.

19. The sun god *Apollo* was also the god of light, truth, healing, manly beauty, music, and poetry.

20. *Cocalus* (kō’kə ləs)

Vocabulary

realm (relm) *n.* a kingdom; any area of power or control

singe (sinj) *n.* a burning or scorching, especially at the tip or edge of something

lure (loor) *n.* a powerful attraction that is hard to turn away from

Reading Focus

Summarize

Circle the statement that best summarizes what happens to

Icarus. **R**

- He gets angry with his father and flies away.
- He flies too high and gets lost in the clouds.
- He flies too high, melts his wings, and falls to his death.

Reading Coach

Understanding

Author’s Style Even though Daedalus has escaped to Sicily, he is still in danger. Read what the Greek chorus says. Then write why Daedalus is in danger on the lines below. **S**



Reading Check

Step 1 Now that you've finished reading, look at your notes and what you marked in the text. Review your **Foldable** and think about all the problems Daedalus's pride has caused him. If the gods were to give Daedalus some advice, what do you think they might say?

Step 2 Think back to your own opinions about people who are too proud. What advice might you give to famous people today who think they are too important? Write your thoughts here.

Hot Words

Choose three words, either from the underlined vocabulary in the story or from the words you circled as you read. Write them in your **Hot Words Journal** at the back of this book and do one of the activities listed there.

up the hole. Fastening a thread to an ant, he put the insect into the shell. The ant scurried through the twisting labyrinth toward the sweet smell, running as easily as Princess Ariadne had run through the maze with the thread unwinding at her waist. When the ant emerged from the other end, it had pulled the silken thread through the spirals of the shell.

Though he used a false name to claim the prize, Daedalus did not fool King Minos. Minos knew the winner was his old enemy. So, with
 250 *a mighty army, Minos sailed to Sicily to bring Daedalus back.*

But King Cocalus would not give up Daedalus to the foreign invaders, and a great battle was fought. With Daedalus' help, King Cocalus was victorious and King Minos was killed. Minos was clever but he was not kind. He had a heart scabbed over with old remembered wounds.

The gods always punish such a man.



Reading Check

Going Solo

✦ Summarize

So Here's the Story Write a short summary of the story of Daedalus and Icarus on the lines below. Remember to include only the main events.

Buddy Up

✦ Understanding Author's Style

The Chorus Speaks You know that the chorus in Greek stories helps the audience understand what the gods are thinking and doing. With your partner, read the following line from the chorus. Look back at the story and discuss what the gods are thinking and doing in that line. Write your ideas on the lines below.

The gods listened and did not like to be told what to do. (line 23)

TeamWork

✦ Infer

1. What are the Gods Thinking? Reread the last two paragraphs of "Wings." Look at what the chorus says in the final line of the myth. In your group, discuss what you already know about the gods from the story. What can you guess about how the gods feel about humans? Write your ideas here.

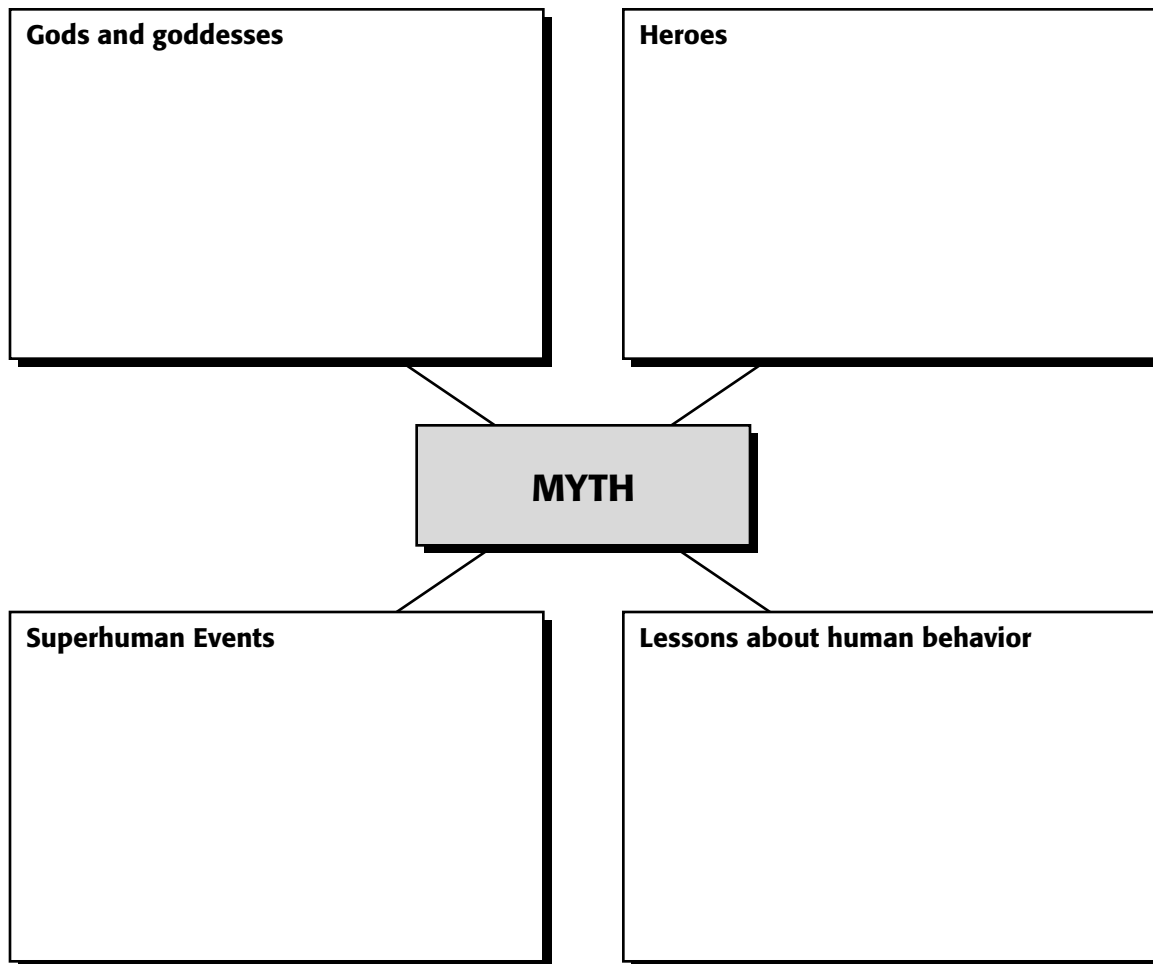
2. Be a Detective Use the details and clues in this story to get the bigger picture. With your group, discuss how Daedalus reacts to his nephew's death, how he reacts to King Minos's plan for the children of Athens, and how he reacts to Icarus's death. Then decide what these reactions say about Daedalus. Write your ideas on the lines below.

Literary Element

➔ Myth

A **myth** is an old, old story. Myths don't have authors—they are traditional stories passed from one generation to another by storytellers. Many myths include superhuman events. Most of the time, the stories include gods, goddesses, and heroes. A **legend**, on the other hand, is an old story that may be partly true. Many people who told myths and legends thought that they were true. Myths and legends tell a lot about what groups of people believe, and they may also teach a lesson about how people should behave.

Use the graphic below to show how "Wings" is an example of a myth. In each box, write an example from the story about Daedalus.



Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

- Why do the people of Athens look up to Daedalus?
 - He is a doctor.
 - He is their king.
 - He can build almost anything.
 - He is stronger than other men.
- What does Daedalus do for the king of Crete?
 - He buys him a cage.
 - He makes him wings.
 - He builds him a maze.
 - He builds him a castle.

Write your answer to open-ended question A in the space provided below.

- A. At the end of the story, has Daedalus learned a lesson about being too proud? Use details from the story to support your answer.

Multiple-Choice Questions

1. (A) (B) (C) (D) 2. (F) (G) (H) (I)

Open-Ended Question

A. _____



Vocabulary Check

Write the word from the word list that belongs in the blank in each sentence.

consequence *n.* the result of an earlier action

exile *n.* someone who is forced to leave his or her home

devise *v.* to invent; plan

devour *v.* to eat up greedily

bemoan *v.* to express great sadness

realm *n.* a kingdom; any area of power

singe *n.* a burning or scorching, often at the edge of something

lure *n.* a powerful attraction

- That man may not go back to his homeland. He is an _____.
- Don't leave food outside. A hungry animal might _____ it.
- Think before you act. What you do may have a bad _____.
- His finger was bandaged because he had a _____ on the tip of it.
- We have to _____ a way to win this basketball game.
- My mother can't pass up the _____ of a good book.
- The king's _____ included all the land between the two seas.
- Don't just _____ your bad luck. Get up and do something.

GET READY TO READ!

FOLKTALE

Connect

Quickwrite Nobody knows the answer to every question. Think about a time someone asked you a question you didn't know the answer to. Maybe a teacher called on you in class. Or maybe a friend or family member asked you a question. On the lines below, describe what happened when you were asked a difficult question. What did you say to the person?

This folktale is a Sioux story that tries to answer the difficult question of why the world keeps going.

Did You Know?

Building Background The earliest people must have looked at the world around them and wondered, How did this world come to be? What makes the sun rise each day? Long ago, people didn't have books or the Internet to help them find the answers to their questions. So they made up stories that explained what they saw, wondered about, or didn't understand. "The End of the World" is an **origin tale**, or a folktale that answers a question about how something began or how it came to be.

Many cultures have origin tales. This folktale is from a Native American people called the Sioux (sōo).

- Sioux women were known for using porcupine quills to decorate clothing, bags, baskets, and other items.
- The women dyed and flattened the porcupine quills and then stitched them onto different kinds of animal skins.
- Today, quillwork is not as common as it once was, but some Native Americans still carry on the tradition.

Reason to Read

Setting a Purpose for Reading Read to find out how the Sioux explain why the world continues to exist.

word power

Vocabulary Preview

Read the definitions of these words from "The End of the World." Use the guides in parentheses () to help you say each vocabulary word out loud. Then, when you see a vocabulary word in the story, look at the definition at the bottom of the page. If the meaning still isn't clear, use the words and ideas around the vocabulary word (the context clues) to help you figure out the meaning. Still stuck? Ask for help.

badlands (bad'landz') *n.* a dry, rocky region that has many ridges and peaks, but little plant life; p. 113

continent (kont'anənt) *n.* any of the main large land areas of Earth; p. 113

numberless (num'bər lis) *adj.* countless; too many to count; p. 113

earthenware (ur'thən wār') *adj.* made of baked clay; p. 114

feeble (fē'bəl) *adj.* weak; lacking physical strength; p. 114

Hot Words Journal

As you read, circle words that you want to know more about. They might be words you really like or words that you don't understand. After reading, you may record those words in your **Hot Words Journal** at the back of this book.

What You'll Learn

Key Goals As you read, look for notes about these important skills. The notes will help you understand the folktale better.

🔑 **Reading Focus:** Identify Sequence

🔑 **Think It Over:** Analyze

🔑 **Literary Element:** Origin Tales

🔑 **Reading Coach:** Recognizing Tone

The End of the World

Jenny Leading Cloud

Somewhere, at a place where the prairie and the Mako Sica, the badlands, meet, there is a hidden cave. Not for many generations has anyone been able to find it. Even now, with so many cars and highways and tourists, no one has found this cave.

In the cave lives an old woman. She is so old that her face looks like a shriveled-up walnut. She is dressed in rawhide,¹ the way people used to go around before the white people came to this country. She is sitting there—has been sitting there for a thousand years or more—working on a blanket strip for her buffalo robe. She is making that blanket strip out of dyed porcupine quills, the way our ancestors did before white traders brought glass beads to this turtle continent. Resting beside her, licking his paws, watching her all the time, is a Shunka Sapa, a huge black dog. His eyes never wander from the old woman whose teeth are worn flat, worn down to little stumps from using them to flatten numberless porcupine quills. **A B**

1. *Rawhide* is an animal skin that has not been made into leather.

Vocabulary

badlands (bad'landz') *n.* a dry, rocky region that has many ridges and peaks, but little plant life

continent (kont'an'ent) *n.* any of the main large land areas of Earth

numberless (num'bər lis) *adj.* countless; too many to count

Reading Focus

Identify Sequence In this story, the writer uses **spatial order**, or

where people and objects are placed, to organize details. That means the writer describes the people and objects as she sees them. Signal words such as *inside*, *over*, and *next to* help you see spatial order. **A**

Mark the text

Underline or highlight the words in the boxed text that signal spatial order. Then check this thinking model to see if you found the same words.

Model: The words "In" and "beside" help me see what the writer is describing. The old woman sits in a cave, and her dog rests beside her.

Reading Coach

Recognizing Tone

The **tone** of a piece of writing shows the author's or storyteller's attitude toward the subject. For example, the tone might be serious, silly, or angry. To figure out the tone, look at the words and details that describe the subject. In this story, the author describes the traditional clothing and actions of the old woman, whom she seems to admire. What is the tone of the description of the old woman? **B**

Check the box of the word below that you think describes the tone.

- ☐ annoyed
- ☐ humorous
- ☐ respectful



Key Analyze Looking at specific details of a story can help you understand the entire selection. **C**

Mark the text Underline or highlight the details in the boxed text that tell you about the woman's age and health. How do the woman's age and health help the dog carry out his actions? Write your answer on the lines below.

Reading Check

Step 1 Now that you've finished reading, take a few minutes to think about the story. According to this folktale, why does the world continue to exist?

Step 2 Now think about your beliefs about the world. How would you explain why the world continues to exist? Write your thoughts here.

A few steps from where the old woman sits working on
20 her blanket strip, a big fire is kept going. She lit this fire a thousand or more years ago and has kept it alive ever since. Over the fire hangs a big earthenware pot, the kind some Indian people used to make before the white man came with his kettles of iron. Inside the big pot, wojapi is boiling and bubbling. Wojapi is berry soup. It is good and sweet and red. That wojapi has been boiling in that pot for a long time, ever since the fire was lit.

Every now and then the old woman gets up to stir the wojapi in the huge earthenware pot. She is so old and feeble that it
30 takes her a while to get up and hobble over to the fire. The moment the old woman's back is turned, the huge, black dog starts pulling out the porcupine quills from her blanket strip. **C**

This way, she never makes any progress, and her quillwork remains forever half finished. The Sioux people used to say that if the woman ever finished her blanket strip, in the very moment that she would thread the last porcupine quill to complete her design, the world would come to an end.

..... Reading Check

Vocabulary

earthenware (ur'thən wār') *adj.* made of baked clay

feeble (fē'bəl) *adj.* weak; lacking physical strength

Going Solo

Identify Sequence

What Do You See? While reading, you practiced recognizing signal words such as *in* and *beside* that help you see spatial order. Now use the signal words to draw a picture of the inside of the cave. Reread the second and third paragraphs of the story (lines 6–27). In the space below, draw a picture that shows the woman, the dog, the fire, and the pot the way the writer describes them.

Buddy Up

Analyze

1. Why her? With a partner, discuss why the folktale is about an old woman. Think about the details in this folktale—what the woman does, how she dresses, her age. Then use these details to help you figure out what the choice of an old woman tells you about Sioux culture. Summarize your discussion below.

2. Somewhere Out There With a partner, analyze the first paragraph of the story. Discuss what information you have and what information you're missing about the location of the cave. Why do you think the folktale places the cave "Somewhere, at a place where the prairie and the Mako Sica, the badlands, meet"? Write your ideas below.

TeamWork

Recognizing Tone

1. Serious Attitude This folktale has a serious and respectful tone. Why do you think the storyteller uses a serious and respectful tone? Jot down some ideas on the lines below. Then compare your ideas with a small group.

2. The Lighter Side How would this story be different if it had a humorous tone? Would it have the same effect on readers? With a small group, rewrite the last paragraph on the lines below using a light or humorous tone. Discuss what a difference it makes!

Literary Element

← Origin Tales

Origin tales are folktales that answer questions about how things began or how they came to be. Origin tales often pass along a group's values. They can also show how things fit together in the group's view of life.

Use the following chart to list your ideas about this tale.

	The End of the World
What the tale tries to explain	
Values that the tale passes along	
What the tale shows about the group's view of life	

Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

- Besides weaving, what other task keeps the old woman busy?
 - telling a story
 - feeding her dog
 - stirring the soup
 - cleaning the cave
- Why does the old woman's dog watch her?
 - He protects her.
 - He admires her.
 - He tries to be obedient.
 - He wants to undo her work.

Write your answer to open-ended question A in the space provided below.

- A. What do you think the old woman does after the dog pulls out the porcupine quills from her blanket strip? Use details and information from the story to support your response.

Multiple-Choice Questions

1. ☐ A ☐ B ☐ C ☐ D 2. ☐ F ☐ G ☐ H ☐ I

Open-Ended Question

A. _____



Vocabulary Check

Write the word from the word list that belongs in the blank in each sentence.

badlands *n.* a dry, rocky region that has many ridges and peaks, but little plant life

continent *n.* any of the main large land areas of Earth

numberless *adj.* countless; too many to count

earthenware *adj.* made of baked clay

feeble *adj.* weak; lacking physical strength

- A bad case of the flu can leave a person feeling _____ for weeks.
- Very few people live in the harsh setting known as the _____.
- The sky was so clear that we could see _____ stars.
- Iron pots are sturdy, but _____ containers can break easily.
- After studying North America, the class was excited to learn about another _____.

Reading Drama

Drama is all around you. Television shows—from daytime serials to cartoons—are drama. Movies are drama. Skits and plays are drama. Even advertisements on television or radio can be drama.

Drama is a story that is meant to be performed for an audience—on stage, in a movie or TV show, or on the radio.



What kinds of drama do you know? What kinds do you like? Put a check next to the kinds of drama you have seen or heard before. Then describe your favorite kind on the lines that follow.

☐ television comedy	☐ soap opera	☐ radio broadcast of a play or show
☐ serious television story	☐ movie at the theater	_____
☐ made-for-TV movie	☐ stage play	_____

Why Read Drama?

People read drama to have fun and to learn about people. Drama can take you to new places, give you new experiences, and let you get to know new people. Besides, reading drama lets you imagine how the play

ought to look on the stage or the screen. Who should play that character? How would the characters move in this scene? Reading drama lets you stage the play in your mind.

What's the Plan?

Dramas have a **setting**, **characters**, and a **plot**, just like other stories. But the text of a drama looks different. It's set up to make the play easier to perform.

- The printed version of a drama is called a **script**. The script usually begins with a list of the **cast of characters**.
- The audience follows the story line and learns about the characters through **dialogue**, or **lines** spoken by the characters.
- Story events are usually presented in **chronological order** or **time order**—that is, in the order that they happen.
- Long plays are broken up into shorter sections called **acts** and **scenes**. Usually, a new act or scene shows that the time or place has changed.

What Do I Look For?

All dramas have some common text features. Check out the following sample of a script for the radio play *Damon and Pythias* by Fan Kissen.

The **cast list** names every character that appears in the play.

Stage directions tell how characters should speak and move. They can also tell how the sets and costumes should look and what sounds to use. Stage directions are often set in *italic type* and in brackets.

Dialogue is the words the characters say. In a play, most of the information is given through the dialogue.

A **character's name** appears before that character's **lines**—the words that the character says. The character's name is usually set in darker type or different type so it's easy to find. This play uses a **narrator**—someone to tell parts of the story—as one of the characters.

Mark the text

Find It! In the example, circle another stage direction.

Damon and Pythias

Fan Kissen

DAMON

FIRST ROBBER

FIRST VOICE

PYTHIAS

CAST

SECOND ROBBER

SECOND VOICE

KING

MOTHER

THIRD VOICE

SOLDIER

NARRATOR

[Sound: Iron door opens and shuts. Key in lock.]

[Music: Up full and out.]

NARRATOR. Long, long ago there lived on the island of Sicily two young men named Damon and Pythias. They were known far and wide for the strong friendship each had for the other. Their names have come down to our own times to mean true friendship. You may hear it said of two persons:

FIRST VOICE. Those two? Why, they're like Damon and Pythias!

NARRATOR. The king of that country was a cruel tyrant. He made cruel laws, and he showed no mercy toward anyone who broke his laws. Now, you might very well wonder:

SECOND VOICE. Why didn't the people rebel?

NARRATOR. Well, the people didn't dare rebel because they feared the king's great and powerful army. No one dared say a word against the king or his laws—except Damon and Pythias speaking against a new law the king had proclaimed.

SOLDIER. Ho, there! Who are you that dares to speak so about our king?

PYTHIAS. [Unafraid.] I am called Pythias.

SOLDIER. Don't you know it is a crime to speak against the king or his laws? You are under arrest! Come and tell this opinion of yours to the king's face!

[Music: A few short bars in and out.]

How Do I Read It?

These **reading strategies** will be especially useful when you read drama.

Preview: Before you begin reading, look over the play. Read and pronounce the characters' names. See how many acts and scenes are included. Take note of stage directions.

Question: Ask yourself questions as you read. This will help you clarify who is talking and how the characters feel.

Visualize: Take some time to picture what this performance would look like on stage or in a movie.

Evaluate: Your opinion counts! Decide if you like the play, the characters, and the dialogue. Think through your opinion and back it up with reasons.

For more information on **reading strategies**, see pages 322–328 in the **Reading Handbook**.

DO IT!

Read the drama that follows. Be sure to

- use the **text features** and **author's plan** to find your way through the script
- use **reading strategies** to help you get the most from your reading

GET READY TO READ!

DRAMA

Connect

Discuss Imagine that you won a contest to do something really exciting—like attend a special sporting event or visit the home of a famous actor! The only catch is you have to share your visit with four unpleasant strangers. With a classmate, talk about what it would be like to win such a contest and how your experience might be affected by the four nasty strangers.

In these scenes from a play, you'll read about five kids who win a contest to tour a chocolate factory.

Did You Know?

Building Background This play takes place in a chocolate factory. Did you know that chocolate starts out as a pod that grows on the cacao tree? Inside each cacao pod are about thirty seeds, or cacao beans.

- First, the pods are picked and the beans are dried for about a week. Then they're taken to a chocolate factory.
- Next, the beans are cleaned, roasted, and taken out of the shell.
- Finally, the remaining beans are ground down and added to chocolate liquor, cocoa butter, sugar, and milk to make the final product—chocolate. Amazingly, it takes about four hundred dried beans to make only one pound of chocolate!

Reason to Read

Setting a Purpose for Reading Read to find out what the kids who win the Wonka Chocolate Factory tour are really like.

FOLDABLES™ Graphic Organizer

As you read, use the following **Foldable** to take notes about the five winners.

1. Place a sheet of paper in front of you so that the long side is at the top. Fold the paper in half from the top to the bottom.
2. Draw four lines from the fold to the opposite edge of the paper. This makes five columns. Cut the four lines through the top layer to make five tabs.
4. Label the tabs **Augustus, Violet, Veruca, Mike, and Charlie.**
5. As you read, write notes about the characters' actions and personalities under each tab. You may write exact words and phrases from the play, or you can use your own words.



word power

Vocabulary Preview

Read the definitions of these words from *Charlie and the Chocolate Factory*. Use the guides in parentheses () to help say each word out loud. Then, when you see a vocabulary word in the play, look at the definition at the bottom of the page.

repulsive (ri pul'siv) *adj.* disgusting; p. 127

tremendous (tri men'dəs) *adj.* extraordinary or wonderful; astounding; p. 130

morsel (môr'səl) *n.* a small amount or quantity; p. 131

ensure (en shoer') *v.* to make sure or certain; guarantee; p. 131

infest (in fest') *v.* to occur in large numbers so as to be harmful; p. 135

colossal (kə los'əl) *adj.* very large; huge; p. 138

alter (ôl'tər) *v.* to make or become different; change; p. 139

Hot Words Journal

As you read, circle words that you want to know more about. They might be words you really like or words that you don't understand. Later, you may add them to your **Hot Words Journal**.

What You'll Learn

Key Goals As you read, look for notes about these important skills. The notes will help you understand the play better.

➤ **Reading Focus:** Question

➤ **Think It Over:** Draw Conclusions

➤ **Literary Element:** Props

➤ **Reading Coach:** Reading Stage Directions

Reading Coach

Charlie and the Chocolate Factory

Roald Dahl

Adapted by Richard R. George

CHARACTERS (*in order of appearance*)

NARRATOR	GRANDPA GEORGE	MRS. TEAVEE
AUGUSTUS ¹ GLOOP	GRANDMA GEORGINA	MR. SALT
VIOLET BEAUREGARDE ²	MRS. BUCKET	MRS. SALT
VERUCA ³ SALT	GRANDPA JOE	MRS. BEAUREGARDE
MIKE TEAVEE	CHARLIE BUCKET	MR. TEAVEE
MR. BUCKET	MRS. GLOOP	OOMPA-LOOMPAS
GRANDMA JOSEPHINE	WILLY WONKA	(<i>offstage,</i> <i>if necessary</i>)

SCENE 1

[NARRATOR enters in front of curtain.]

NARRATOR. Welcome to the tale of a delicious adventure in a wonderful land. You can tell it will be delicious—can't you smell it already? [*Sniffs.*] Oh, how I love that gorgeous smell! **A**

1. *Augustus* (ô gus' tæs)

2. *Beauregarde* (bô' ræ gärd')

3. *Veruca* (væ röö' kə)

Reading Stage

Directions Are you wondering why some words are printed in italics (or slanted type) and are set inside brackets? Those words are the **stage directions**. They are instructions telling the actors when to enter or exit the stage and how to stand, move, or speak. As you read the play, use the stage directions to help you imagine what's happening onstage. **A**

Look at the boxed text here.

Mark the text Underline the stage direction. Now pretend you're the actor playing the narrator and read the boxed text aloud, using the stage direction as your guide.

Hot Words

Mark the text

Choose your own words

As you keep reading, circle any words you really want to remember or ones you don't understand. You'll come back to these words later.

Reading Focus

Question How can you be sure that you understand a long or complicated passage in a play? Ask questions to figure out the main ideas. The most helpful questions begin with *who*, *what*, *when*, *where*, *why*, and *how*. **B**

Model: *As I read this long passage, I can ask myself, What are the most important things to remember about Willy Wonka's factory?*

1. Willy Wonka makes the best chocolate in the world.
2. Spies from other candy companies stole his secrets.
3. Mr. Wonka didn't want any more secret recipes stolen, so he closed his factory.
4. After months, the factory opened again. Mysteriously, no workers were seen going in or out.

Keep This in Mind

Use these marks to show your thoughts as you read.

- ? I have a question about something here.
- ! This caught my eye.
- ★ Here is something I should remember.

You've all heard of Kraft, Neilson, Hershey, Nestlé's, Wonka—what's that? You say, what's Wonka? You mean you *don't* know what Wonka is? Why . . . Wonka Chocolate . . . of course! I admit that Willy Wonka's Chocolate is fairly new but it's also the greatest chocolate ever invented. Why, Willy Wonka

10 himself is the most amazing, the most fantastic, the most extraordinary chocolate maker the world has ever seen. He's invented things like . . . say . . . why . . . I'm not going to *tell* you what he's invented. You came to see for yourself! So I'll let you do just that. But before I do, I should perhaps fill you in on what's been happening around here lately. Because Mr. Willy Wonka makes the best chocolate in the whole wide world, three other great chocolate makers known as Mr. Fickelgruber, Mr. Prodnose, and Mr. Slugworth sent spies to work for Mr. Wonka in order to discover his secrets.

20 Well, they must have been good spies because soon afterward, these three chocolate makers began making such delicious Wonka favorites as ice cream that never melts, chewing gum that never loses its flavor, and candy balloons that you could blow up to huge sizes before you popped them with a pin and gobbled them up. Mr. Wonka didn't know what to do. He didn't know who the spies were, and if he continued to operate his factory *all* his secrets might be stolen. So he did the only thing he could; he sent all the workers home and closed the factory. You might think that that would be the

30 end of Mr. Willy Wonka but no sireeee—not him. After months and months went by, the factory suddenly began operating again. But nobody knew who was running the place. Nobody *ever* went *in* and nobody *ever* came *out*. The only thing anyone could see were shadows dancing around in front of the lighted windows . . . mighty strange. . . **B** Well anyway, to get back to the story, soon there was a big article in the town paper saying that Mr. Willy Wonka, in order to sell a lot of candy once again, was running a contest. Yes sir,

that's right . . . a contest! He had secretly wrapped a Golden Ticket under ordinary wrapping paper in five ordinary candy bars. The candy bars were said to be found anywhere . . . in any shop . . . in any street . . . in any town . . . in any country in the world, upon any counter where Wonka's candies are sold. The five winners will tour Mr. Wonka's new factory and take home enough chocolate for the rest of their lives. **C**

Now *that*, my friends, is where our story begins. Four of the tickets have already been found. Oh, by the way, would you like to meet the four lucky people? All right, listen and watch carefully! I think they're here somewhere. [*Looks out over audience.*] Let's see . . . Augustus Gloop! Where are you, Augustus Gloop?

AUGUSTUS GLOOP. [*From somewhere in audience.*] Chocolate . . . chocolate . . . *chocolate* . . . CHOCOLATE!!! I . . . LOVE . . . CHOCOLATE! Umm . . . food . . . FOOD! [*Smacks lips repeatedly.*] Umm . . . I MUST EAT ALL THE TIME . . . Umm . . . CHOCOLATE! This Golden Ticket is my meal ticket to . . . uh . . . eat . . . and eat . . . and *eat* . . . and EAT!!! Umm . . . CHOCOLATE . . . *chocolate* . . . chocolate. . . . **D**

NARRATOR. Well, uh, friends, that was our first Golden Ticket finder—Augustus Gloop. Let's see now if the lucky girl who found our second Golden Ticket is here. Oh Violet . . .

Violet Beauregarde?

VIOLET BEAUREGARDE. [*Chewing ferociously on gum, waving arms excitedly, talking in a rapid and loud manner, from somewhere in audience.*] **E**

I'm a gum-chewer normally, but when I heard about these ticket things of Mr. Wonka's, I laid off the gum and switched to candy bars in the hope of striking it lucky. Now, of course, I'm right back on gum. I just *adore* gum. I can't do without it. I munch it all day long except for a few minutes

Reading Focus

Connect Imagine that you found the winning ticket. What would be the best part of winning a contest like this? **C**



Draw Conclusions

To **draw conclusions**, combine details to make a general statement about a character or an event. For example, to draw a conclusion about Augustus Gloop, think about the things he says and does here. What do these things tell you about him? **D**

Reading Coach

Reading Stage

Directions Remember, a playwright includes stage directions to tell the actors how to move and speak. Reread the boxed stage directions. What can you tell about Violet just from the way she talks and acts? Write your answer here. **E**

Reading Coach

← Reading Stage

Directions The stage direction tells you that Veruca Salt, like the other winners, is sitting somewhere in the audience. Why might the playwright have directed the actors to sit in the audience? Think about the effect it might have on the other audience members. Write your response below. **F**

Your Notes

at mealtimes when I take it out and stick it behind my ear for safekeeping. To tell you the honest truth, I simply wouldn't feel *comfortable* if I didn't have that little wedge of gum to chew on every moment of the day, I really wouldn't. My mother says it's not ladylike and it looks ugly to see a girl's jaws going up and down like mine do all the time, but I don't agree. And who's she to criticize, anyway, because if you ask me, I'd say that *her* jaws are going up and down almost as much as mine

80 are just from *yelling* at me every minute of the day. And now, it may interest you to know that this piece of gum I'm chewing right at this moment is one I've been working on for over *three months solid*. That's a record, that is. It's beaten the record held by my best friend, Miss Cornelia Prinzmetel. And was she ever mad! It's my most treasured possession now, this piece of gum is. At nights, I just stick it on the end of the bedpost, and it's as good as ever in the mornings . . . a . . . bit . . . hard . . . at . . . first . . . maybe . . .

NARRATOR. Such a, uh, lucky, uh, girl. Isn't she, uh, uh,

90 wonderful? The third Golden Ticket was found by another lucky girl. Her name is Veruca Salt. Is *Veruca here now*?

VERUCA SALT. [*From somewhere in audience.*] **F** Where's my Golden Ticket? I want my Golden Ticket! Oh yes . . . *here* it is! As soon as I told my father that I simply *had* to have one of those Golden Tickets, he went out into the town and started buying up all the Wonka candy bars he could lay his hands on. *Thousands* of them, he must have bought. *Hundreds* of thousands! Then he had them loaded onto trucks and sent directly to his own factory. He's in the peanut business, you

100 see, and he's got about a hundred women working for him over at his joint, shelling peanuts for roasting and salting. That's what they do all day long, those women . . . they just sit there shelling peanuts. So he says to them, "Okay, girls," he says, "from now on, you can stop shelling peanuts and start shelling the wrappers off these crazy candy bars instead!" And they did. He had every worker in the place yanking the

paper off those bars of chocolate, full speed ahead, from morning 'til night. But three days went by, and we had no luck. Oh . . . it was terrible! I got more and more upset each day, and every time he came home I would scream at him, "Where's my Golden Ticket! I want my Golden Ticket!" And I would lie for hours on the floor, kicking and yelling in the most disturbing way. Then suddenly, on the evening of the fourth day, one of his women workers yelled, "I've got it! A Golden Ticket!" And my father said, "Give it to me, quick!" And she did. And he rushed it home and gave it to me, and now . . . I'm all smiles . . . and we have a happy home . . . once again. **G**

NARRATOR. Thank you, Veruca. Isn't she a lovely girl? Now the fourth and last ticket was found by a boy named Mike Teavee. I wonder if Mike's got his ticket with him? *Where are you, Mike?* **H**

MIKE TEAVEE. [*From somewhere in audience.*] Of course I've got a Golden Ticket, but why can't everyone leave me alone? I want to watch television!!! [*He pulls out his guns and fires into the air.*] I watch all of the shows every day, even the crummy ones where there's no shooting. I like the gangsters best. They're terrific, those gangsters! Especially when they start pumping each other full of lead . . . or flashing the old stilettos . . . or giving each other the one-two-three, with their knuckledusters!⁴ Oh boy, what wouldn't I give to be doing that myself! It's the *life*, I tell you. It's terrific!

NARRATOR. And that folks is, uh, Mike Teavee. Sorry for, uh, bothering you, Mike.

[*End of Scene 1.*]

4. *Stilettos* (stə let'ōz) are daggers with very narrow blades. *Pumping each other full of lead* is gangster slang for shooting each other. *Knuckledusters*, or "brass knuckles," are a set of metal rings that fit over the knuckles; they are used in rough fighting.

Reading Focus

Respond What do you think of Veruca Salt's behavior? Why? **G**

110



Analyze In the boxed text, **Mark the text** underline the words the narrator uses to describe Veruca. Do you think he means what he says about her? Why might he use these words? **H**

130

Literary Element

Props The objects or furniture used onstage during a play are called **props**.

Mark the text Circle the props used in this scene. Listing important props such as these in the stage directions can be very helpful for the reader. Why? **1**

Reading Focus

Question This is another important passage, because the narrator is telling about some new characters.

Mark the text Underline the names of the characters the narrator introduces on this page. Then ask yourself a question about them that begins with *who*, *what*, *where*, *when*, or *why*. Write your question and answer below. **1**

SCENE 2

[*NARRATOR enters in front of curtain.*]

NARRATOR. Now we're going to take a look at the hero of our story, Charlie Bucket, and his family. Let me introduce them to you. [*Curtain opens on Bucket home, a bare room with*

140 *one chair and a bed. Characters are frozen in place: the four GRANDPARENTS in the bed; MR. BUCKET in chair, reading a newspaper; CHARLIE, and MRS. BUCKET on other side of room.*] **1**

This is the home of Charlie Bucket. Seven people live here. There are only two rooms and only one bed, so you can see that life is extremely uncomfortable. [*Walks over to the bed.*]

These two very old people are the father and mother of Mr. Bucket. Their names are Grandpa Joe and Grandma Josephine. And these two very old people are the father and mother of Mrs. Bucket. Their names are Grandpa George

150 and Grandma Georgina. The bed was given to the four old grandparents because they were so old and tired—and of course they're all over ninety years old. [*Goes to MR. BUCKET.*]

This is Mr. Bucket. This is Mrs. Bucket. They and little Charlie Bucket sleep in the other room, upon mattresses on the floor.

As you know, this can be very cold in the wintertime. They can't buy a better house because they don't have any money and there aren't any better jobs. Mr. Bucket is the only one that can work and, well, he lost his job a few weeks ago. Yes, it's very sad, but you see, the toothpaste factory *had* to close

160 down. Without Mr. Willy Wonka's Chocolate Factory open, nobody ever got cavities anymore and they didn't buy any toothpaste and . . . well, you know how it goes. Oh wait . . . gee, I almost forgot . . . this is our hero—Charlie Bucket. Charlie's a nice boy. Of course he's been starving lately. In fact the whole family has. I'm worried about Charlie, though. Why, did you know that Charlie is so weak from not eating that he walks slowly instead of running like the other kids, so he can save his energy? Well, I've said far too much already. **1**

Let's find out what's happening at the Bucket house now . . . uhh, I'll see you later.

[NARRATOR exits. BUCKET FAMILY comes to life.]

MR. BUCKET. Well, I see that four children have found Golden Tickets. I wonder who the fifth lucky person will be?

GRANDMA JOSEPHINE. I hope it's no one like that repulsive Gloop boy!

GRANDPA GEORGE. Or as spoiled as that Veruca Salt girl!

GRANDMA GEORGINA. Or as beastly as that bubble-popping Violet Beauregarde!

MRS. BUCKET. Or living such a useless life as that Teavee boy!

MR. BUCKET. [Looking up from his paper.] It makes you wonder if all children behave like this nowadays . . . like these brats we've been hearing about.

GRANDPA JOE. Of course not! Some do, of course. In fact, quite a lot of them do. But not all.

MRS. BUCKET. And now there's only one ticket left.

GRANDMA JOSEPHINE. Quite so . . . and just as sure as I'll be having cabbage soup for supper tomorrow, that ticket'll go to some nasty little beast who doesn't deserve it!

GRANDPA JOE. I bet I know somebody who'd like to find that Golden Ticket. How about it, Charlie? You love chocolate more than anyone I ever saw!

CHARLIE. Yes, I sure would, Grandpa Joe! You know . . . it just about makes me faint when I have to pass Mr. Wonka's Chocolate Factory every day as I go to school. The smell of that wonderful chocolate makes me so dreamy that I often fall asleep and bump into Mr. Wonka's fence. But I guess I should realize that dreams don't come true. Just imagine! Me imagining that I could win the fifth Golden Ticket. Why, it's . . . it's . . . it's pure imagination. **K**

170

180

190

word power

Read Aloud When you come to an underlined vocabulary word, try this strategy: First, read aloud the sentence in which the vocabulary word appears. Then reread the sentence, substituting the definition at the bottom of the page for the underlined word.



Draw Conclusions

What can you tell about Charlie from the things he says here? **K**

Vocabulary

repulsive (ri puls'iv) *adj.* disgusting

Reading Coach

Reading Stage

Directions These stage directions answer the questions *where*, *when*, and *who*.

Mark the text Underline words in the text that show where and when this scene take place and who is in it. Then write your answers on the lines below. **L**

Where? _____

When? _____

Who? _____

Think It Over

Interpret Reread the boxed text. What is the playwright really saying here? Check the answer below that best describes the point he is making. **M**

- ☐ Charlie's parents are very poor.
- ☐ Charlie's parents are not generous.
- ☐ Charlie's parents don't like him to eat much candy.

200 **GRANDPA JOE.** Well my boy, it may be pure imagination, but I've heard tell that what you imagine sometimes comes true.
CHARLIE. Gee, you really think so, Grandpa Joe? Gee . . .
 I wonder. . . .
[End of Scene 2.]

SCENE 3

[Bucket home, several days later. GRANDPARENTS, MR. and MRS. BUCKET, as before.] **L**

MR. BUCKET. You know, it sure would have been nice if Charlie had won that fifth Golden Ticket.

MRS. BUCKET. You mean with that dime we gave him for his
 210 birthday present yesterday?

MR. BUCKET. Yes, the one we gave him to buy the one piece of candy he gets every year.

GRANDMA GEORGINA. And just think how long it took you two to save that dime. **M**

GRANDPA GEORGE. Yes, now that was really a shame.

GRANDMA JOSEPHINE. But think of how Charlie enjoyed the candy. He just loves Willy Wonka chocolate.

MRS. BUCKET. He didn't really *act* that disappointed.

MR. BUCKET. No, he didn't—

220 **GRANDPA JOE.** Well, he might not have acted disappointed, but that's because he's a fine boy and wouldn't want any of us to feel sorry for him. Why—what boy wouldn't be disappointed? I sure wish he'd won. I'd do anything for that boy. Why, I'd even—

CHARLIE. *[Running in excitedly.]* Mom! Dad! Grandpa Joe! Grandfolks! You'll never believe it! You'll never believe what happened!

MRS. BUCKET. Good gracious, Charlie—what happened?

CHARLIE. Well . . . I was walking home . . . and the wind was
 230 so cold . . . and the snow was blowing so hard . . . and I couldn't see where I was going . . . and I was looking down to protect my face . . . and . . . and—

MR. BUCKET. [*Excitedly.*] Go on, Charlie . . . go on, Charlie . . . what is it?

CHARLIE. And there it was . . . just lying there in the snow . . . kind of buried . . . and I looked around . . . and no one seemed to look as if they had lost anything . . . and . . . and . . . and so I picked it up and wiped it off . . . and I couldn't believe my eyes—

ALL. [*Except CHARLIE. Shouting and screaming.*] You found the Golden Ticket! Charlie found the Golden Ticket! Hurray! Hurray! He did it! He did it!

CHARLIE. No . . . no . . . I . . . I found a dollar bill. [*Everybody looks let down and sad.*] But, but, but . . . then I thought it wouldn't hurt if I bought a Wonka Whipple-Scrumptious Fudgemallow Delight since it was . . . my dollar . . . and I was just *sooo* hungry for one.

ALL. [*Getting excited again.*] Yes . . . yes . . . go on . . . go on.

CHARLIE. Well . . . I took off the wrapper slowly . . . and—

ALL. [*Shouting and screaming.*] YOU FOUND THE GOLDEN TICKET! Charlie found the Golden Ticket! Hurray! Hurray! He did it! He did it!

CHARLIE. No . . . no . . . no . . . I ate the candy. There wasn't any Golden Ticket. [*Everybody groans and sighs, acting very sad again.*] But then . . . I still had ninety cents left and . . . well . . . you know how I love chocolate—

MRS. BUCKET. Oh Charlie, you're not sick are you? You didn't spend all of the money on—

CHARLIE. Well no, as a matter of fact . . . I bought another Whipple-Scrumptious Fudgemallow Delight . . . and . . . and . . . and I FOUND THE FIFTH GOLDEN TICKET!!!

ALL. You *what*?

CHARLIE. I did! I did! I really did! I found the fifth Golden Ticket!!

ALL. [*Everyone yelling and dancing around.*] Hurray! Hurray! Hurray! *Yippppppppeeeeeeeeeee!* It's off to the chocolate factory!!!

[*End of Scene 3.*] **N**

Reading Focus

Question

Charlie gives lots of information here.

Ask yourself, Of all the information Charlie gives, what is the most important thing he has to say? Write your answer on the lines below. **N**

240

250

260

Your Notes



Draw Conclusions

What can you tell about Charlie and his grandfather from the boxed lines? **O**



Visualize What do you imagine the ticket looks like? Sketch your idea of the ticket in the frame below. **P**



SCENE 4

[*In front of the Chocolate Factory. CHARLIE and GRANDPA JOE enter together as scene opens.*]

270 **CHARLIE.** Boy, Grandpa Joe, I sure am glad that Dad let you take me today.

GRANDPA JOE. Well, Charlie, I guess he just feels that we understand each other. **O**

CHARLIE. Plus, you seem to know all about Willy Wonka and what's happened to him.

GRANDPA JOE. Well, he's been an important man in this town for a good long time. A lot of people said some unkind things about him after he closed down the factory, but I always felt that he had his reasons. Actually I'm quite excited about this "Golden Ticket" thing. It's a good excuse to see what is going on in that factory and how he's running it.

280

CHARLIE. Speaking of the Golden Ticket, Grandpa Joe, could I read it one more time? I know it sounds silly, but the whole thing seems so magical. **P**

GRANDPA JOE. [*Searching his pockets.*] Sure, Charlie . . . let me see if I can find it . . . ah, here it is.

[*He pulls out a small ticket.*]

CHARLIE. Let's see now . . . it says, "Greetings to you, the lucky finder of this Golden Ticket, from Mr. Willy Wonka! I

290 shake you warmly by the hand! Tremendous things are in store for you! Many wonderful surprises await you! For now, I do invite you to come to my factory and be my guest for one whole day—you and all others who are lucky enough to find my Golden Tickets. I, Willy Wonka, will conduct you around the factory myself, showing you everything that there is to see, and afterwards, when it is time to leave, you will be escorted home by a procession of large trucks. These trucks, I can

Vocabulary

tremendous (tri men' dəs) *adj.* extraordinary or wonderful; astounding

promise you, will be loaded with enough delicious eatables to last you and your entire household for many years. If, at any time thereafter, you should run out of supplies, you have only to come back to the factory and show this Golden Ticket, and I shall be happy to refill your cupboard with whatever you want. In this way, you will be able to keep yourself supplied with tasty morsels for the rest of your life. But this is by no means the most exciting thing that will happen on the day of your visit. I am preparing other surprises that are even more marvelous and more fantastic for you and for all my beloved Golden Ticket holders—mystic⁵ and marvelous surprises that will entrance, delight, intrigue, astonish, and perplex⁶ you beyond measure. In your wildest dreams you could not imagine that such things could happen to you! Just wait and see! **Q** And now, here are your instructions: the day I have chosen for the visit is the first day in the month of February. On this day, and on no other, you must come to the factory gates at ten o'clock sharp in the morning. Don't be late! And you are allowed to bring with you either one or two members of your own family to look after you and to ensure that you don't get into mischief. One more thing—be certain to have this ticket with you, otherwise you will not be admitted. Signed, Willy Wonka." **R**

GRANDPA JOE. And today is the first of February, and say, Charlie—look, we're here already . . . and I guess everyone else is arriving together.

[AUGUSTUS GLOOP, VIOLET BEAUREGARDE, VERUCA SALT, MIKE TEAVEE, MRS. GLOOP, MR. and MRS. TEAVEE, MR. and MRS. SALT, MRS. BEAUREGARDE enter. WILLY WONKA enters from opposite side.]

5. Here, *mystic* means "secret or mysterious."

6. Things that *entrance* (en trans') or *delight* people fill them with joy or wonder, whereas things that *intrigue* or *perplex* people interest or puzzle them.

Vocabulary

morsel (môr'səl) *n.* a small amount or quantity

ensure (en shoor') *v.* to make sure or certain; guarantee

Reading Focus

Predict Willy Wonka promises that this will be an experience of a lifetime. He

says that the kids can't even imagine in their wildest dreams the things they are about to see. What do you think will happen to Charlie and the other kids? Write a prediction below. **Q**

Reading Focus

Key Question

That was a lot of information for a "small ticket"!

Ask yourself what kind of information is usually printed on a ticket. **R**

Mark the text

Underline the most important information given here. Then, on the lines below, answer these questions.

Who can come? _____

Where to meet? _____

When to meet? _____

Why bring ticket? _____



Don't forget about your **Foldable!** This might be a good time to write down some notes about the ticket winners. **S**



Respond How do you feel about the five winners so far? Which character do you like the most? The least? Why? Write your response on the lines below. **T**

MRS. GLOOP. There he is! That's him! It's Willy Wonka!

WILLY WONKA. Welcome! Welcome! Welcome! Hello,

330 everyone! Let's see now. I wonder if I can recognize all of you by the pictures of you in the newspaper. Let's see. [*Pause.*] You're Augustus Gloop.

AUGUSTUS GLOOP. Uhhhhh . . . y-e-a-hhhhh and this is . . . uhh . . . my mother.

WILLY WONKA. Delighted to meet you both! Delighted! Delighted! [*Turns to VIOLET.*] You're Violet Beauregarde.

VIOLET BEAUREGARDE. So what if I am—let's just get on with the whole thing, huh?

WILLY WONKA. And you must be Mrs. Beauregarde. Very

340 happy to meet you! Very happy! [*Turns to VERUCA.*] I think you are . . . yes . . . you're Veruca Salt. And you must be Mr. and Mrs. Salt.

VERUCA SALT. Don't shake his hand, Daddy—it's probably all sticky and chocolatey from working in the factory. After all, he *does* only run a silly little factory. He's not important enough for you to bother shaking hands with, anyway!

WILLY WONKA. You're Mike Teavee. Enchanted to meet you! Yes . . . enchanted.

MIKE TEAVEE. [*Blasting his guns.*] Come on! I'm missing all my

350 favorite TV shows!

MR. AND MRS. TEAVEE. And we're the Teavees. Pleased to meet you.

WILLY WONKA. Overjoyed! Overjoyed! [*Turns to CHARLIE.*] And you must be the boy who just found the ticket yesterday. Congratulations! You're . . . Charlie Bucket—aren't you?

CHARLIE. Yes sir, thank you. And this, sir, is my Grandpa Joe.

GRANDPA JOE. Howdy, Mr. Wonka. I'm real pleased to meet you! **S T**

WILLY WONKA. How do you do, Mr. Grandpa Joe. How *do* you

360 do! Well now, is that everybody? Hmmmmmm . . . why . . . I guess it is! Good! Now will you please follow me! Our tour is about to begin! But *do* keep together! Please don't wander

off by yourselves! I shouldn't like to lose any of you at this stage of the proceedings! Oh, dear me, no! Here we are! Through this big red door, please. That's right! It's nice and warm inside! I have to keep it warm inside the factory because of the workers! My workers are used to an extremely hot climate! They can't stand the cold! They'd perish if they went outdoors in this weather! Why, they'd freeze to death!

AUGUSTUS GLOOP. But . . . who . . . are these . . . uhh . . . workers?

WILLY WONKA. All in good time, my dear boy! Be patient! You shall see everything as we go along! [*All exit with WILLY WONKA remaining alone.*] Are all of you inside? Good! Would you mind closing the door? Thank you!

[*Exit.*]

[*End of Scene 4.*]

370



Reading Check

Step 1 Ask yourself, Have I understood what I've read so far? Think carefully. You marked important and interesting passages with stars and exclamation marks, but did you put a question mark next to anything? Choose one or more of these strategies to help answer your questions.

- Reread confusing passages slowly or read them aloud.
- Read on to see if new information helps make a passage clear.
- Ask a classmate or a teacher, parent, or other adult for help.

Step 2 When you understand what you've read so far, write a one- or two-sentence summary on the lines below. Tell only the information you feel is most important.



Reading Check

SCENE 5

[*The Chocolate Room. The Chocolate River runs across the stage, surrounded by trees and pipes. All enter as scene opens.*]

AUGUSTUS GLOOP. I'm tired! It seems like we've been turning left, turning right, turning left, and turning right again for a whole hour or so. When are we going to eat? I'm hungry! I want to eat right now! Do you all hear me? *Now!!*

CHARLIE. Did you notice that we've been going downward for the longest time, Grandpa Joe?

GRANDPA JOE. Yes, Charlie, I think I heard Mr. Wonka say that we were going underground and that all the most important rooms in his factory are deep down below the surface.

CHARLIE. I wonder why?

380

390

Reading Focus

Visualize Can you picture what the Chocolate Room looks like? Underline

phrases or sentences that help you visualize the Chocolate Room. Then, on the lines below, use your own words to describe the room. **U**

Reading Coach

Reading Stage

Directions Look at the highlighted stage direction. Shouting “in turn” means that as soon as one character is finished shouting, the next character begins. To understand how this would sound in the play, try reading aloud lines 423 to 433 using a different voice for each character. **V**

GRANDPA JOE. Well, I think he said that there wouldn’t be nearly enough space for them up on top. He said that the rooms we are going to see are enormous. *Some* are supposed to be larger than football fields!

WILLY WONKA. Here we are everybody! This is the Chocolate Room. This room is the nerve center of the whole factory. It’s the heart of my whole operation!

AUGUSTUS GLOOP. Uhh . . . I don’t see anything but that old river over there. Where’s the food? I’m hungry!

400 **MRS. GLOOP.** And just look at those enormous pipes over there. There must be ten or eleven of them. I wonder what they’re for?

CHARLIE. Gee, Mr. Wonka, what’s wrong with your river? It’s all brown and muddy-looking.

WILLY WONKA. *Nothing* wrong with it, my boy! *Nothing!*

Nothing at all! It’s all chocolate! Every drop of that river is hot melted chocolate of the finest quality. The *very finest* quality. There’s enough chocolate in there to fill every bathtub in the entire country! *And* all the swimming pools as well! Isn’t it

410 *terrific?* And just look at my pipes! They suck up the chocolate and carry it away to all the other rooms in the factory where it is needed! Thousands of gallons an hour, my dear children! Thousands and thousands of gallons! **U**

VERUCA SALT. [*Screaming as she looks over the edge of the river.*]

Look! Look over there! What is it? He’s moving! He’s walking! Why, it’s a little person! It’s a little man! Down there behind one of the pipes!

[*Everyone rushes to the edge of the river to get a better look.*]

CHARLIE. She’s right, Grandpa! It *is* a little man! Can you
420 see him?

GRANDPA JOE. I see him, Charlie!

[*All now shout in turn.*] **V**

MRS. GLOOP. There’s two of them!

MR. SALT. My gosh, so there is!

MRS. BEAUREGARDE. There’s more than two! There’s four or five!

MR. TEAVEE. What are they doing?

MRS. GLOOP. Where do they come from?

VIOLET BEAUREGARDE. Who are they?

CHARLIE. Aren't they fantastic?

GRANDPA JOE. No higher than my knee!

CHARLIE. Look at their funny long hair! They can't be *real* people!

WILLY WONKA. Nonsense! Of course they are real people! They are some of my workers!

MIKE TEAVEE. That's impossible! There are no people in the world as small as that!

WILLY WONKA. No people in the world as small as that? Then let me tell you something. There are more than three thousand of them in my factory! They are Oompa-Loompas! **W** 440

CHARLIE. Oompa-Loompas! What do you mean?

WILLY WONKA. Imported direct from Loompaland. And oh, what a terrible country it is! Nothing but thick jungles infested by the most dangerous beasts in the world—hornswogglers and snozzwangers and those terrible wicked whangdoodles. A whangdoodle would eat ten Oompa-Loompas for breakfast and come galloping back for a second helping. When I went out there, I found the little Oompa-Loompas living in tree-houses. They *had* to live in tree-houses to escape from

the whangdoodles and the hornswogglers and the snozzwangers. When I found them they were practically starving to death. **X** They were living on green caterpillars, red beetles, eucalyptus leaves, and the bark of the bong-bong tree. They loved cacao beans too, but only found about one or two a year. They used to dream



Did You Know?

Cocoa and chocolate are the two main products made from *cacao* (kə ka'ō) beans.

Reading Focus

Predict Reread the prediction you made on page 131. Did you predict anything as unbelievable as the Oompa-Loompas? What other strange things might the children come upon in the chocolate factory? Write your thoughts below. **W**

430



Evaluate Does this story sound believable to you? Think about the fact that the children in the play *do* see strange-looking small people working in the factory. Do you think the children will believe Willy Wonka's story? Explain. **X**

450

Vocabulary

infest (in fest') v. to occur in large numbers so as to be harmful



Don't forget about your **Foldable!** This might be a good time to write down some notes about the ticket winners.



Respond Does Mr. Salt's response to his daughter surprise you? Why or why not? **Y**



Connect Imagine that you were one of the children on the tour. Would you take a taste of the chocolate in the river? Why or why not? **Z**

460 about cacao beans all night and talk about them all day. It just so happens that the cacao bean is the thing from which all chocolate is made. I myself use billions of cacao beans every week in this factory. So I talked to the leader of the tribe in Oompa-Loompish and told him that his people could have all the cacao beans they wanted if they would just come and work for me and live in my factory. Well, the leader was so happy that he leaped up in the air and threw his bowl of mashed caterpillars right out of his tree-house window. So, here they are! They're wonderful workers. They all speak

470 English now. They love dancing and music. They are always making up songs. I expect you will hear a good deal of singing today from time to time.

VERUCA SALT. Mummy! Daddy! I want an Oompa-Loompa! I want you to get me an Oompa-Loompa! I want an Oompa-Loompa right away! I want to take it home with me! Go on, Daddy! Get . . . me . . . an . . . Oompa-Loompa!

MRS. SALT. [*Mildly.*] Now, now, my pet. We mustn't interrupt Mr. Wonka.

VERUCA SALT. [*Screaming.*] But I want an Oompa-Loompa!!!

480 **MR. SALT.** All right, Veruca, all right. But I can't get it for you this second, sweetie. Please be patient. I'll see that you have one before the day is out. **Y**

[*AUGUSTUS GLOOP leans over river.*]

MRS. GLOOP. Augustus! Augustus, sweetheart! I don't think you had better do that.

WILLY WONKA. Oh, no! Please, Augustus, p-l-e-a-s-e! I beg of you not to do that. My chocolate must be untouched by human hands!

MRS. GLOOP. Augustus! Didn't you hear what the man said?

490 Come away from that river at once!

AUGUSTUS GLOOP. [*Leaning over further.*] This stuff is *teeer-rific!* Oh boy, I need a bucket to drink it properly! **Z**

WILLY WONKA. Augustus . . . you *must* come away! *You are dirtying my chocolate!*

MRS. GLOOP. Augustus! You'll be giving that nasty cold of yours to about a million people all over the country! Be careful Augustus! You're leaning *too far out!!!*

[*AUGUSTUS shrieks as he falls in.*]

MRS. GLOOP. Save him! He'll drown! He can't swim a yard! Save him! Save him!

500

AUGUSTUS GLOOP. Help! Help! Fish me out!

MRS. GLOOP. [*To everybody.*] Don't just stand there! Do something!

VERUCA SALT. Look! He's being sucked closer to one of the pipes!

MIKE TEAVEE. There he goes!

MRS. GLOOP. Oh, help! Murder! Police! Augustus! Come back at once! Where are you going? [*Pause.*] He's disappeared. He's *disappeared!* Where does that pipe go to? Quick! Call the fire brigade!⁷

510

WILLY WONKA. Keep calm. He'll come out of it just fine, you wait and see.

MRS. GLOOP. But he'll be turned into marshmallows!

WILLY WONKA. Impossible!

MRS. GLOOP. And why *not*, may I ask?

WILLY WONKA. Because that pipe doesn't go anywhere near the Marshmallow Room. It leads to the room where I make a most delicious kind of strawberry-flavored chocolate-coated fudge. **AA**

MRS. GLOOP. Oh, my poor Augustus! They'll be selling him by the pound all over the country tomorrow morning! [*WILLY WONKA is laughing and MRS. GLOOP begins to chase him, trying to hit him with her purse.*] How *dare* you laugh like that when my boy's just gone up the pipe! You monster! You think it's a joke, do you? You think that sucking my boy up into your Fudge Room like that is just one great colossal joke?

520

7. When Mrs. Gloop calls for the *fire brigade*, she's asking for a group of firefighters to come and save her son.

Vocabulary

colossal (kə los'əl) *adj.* very large; huge



Analyze Compare the reaction of Mrs. Gloop to the reaction of Willy Wonka. What can you tell is most important to Mrs. Gloop? What is most important to Willy Wonka? Complete the sentences below. **AA**

Mrs. Gloop is worried about

Willy Wonka is worried about



Evaluate What do you think of Willy Wonka's comments to Mrs. Gloop? Explain your opinion on the lines below. **BB**



Respond What question would you like to ask Willy Wonka right now?

Write your question below. **CC**

WILLY WONKA. He'll be perfectly safe.

MRS. GLOOP. He'll be chocolate fudge!

WILLY WONKA. Never! I wouldn't allow it!

530 **MRS. GLOOP.** And why not?

WILLY WONKA. Because the taste would be *terrible!* Just imagine it! Augustus-flavored chocolate-coated Gloop! No one would buy it. **BB**

MRS. GLOOP. I don't want to *think* about it!

WILLY WONKA. Nor do I, and I do promise you, madam, that your darling boy *is* perfectly safe.

MRS. GLOOP. If he's safe, then where is he? Lead me to him this instant!

WILLY WONKA. Go over to one of the Oompa-Loompas and
540 ask him to show you to the Fudge Room. When you get there, take a long stick and start poking around inside the big chocolate-mixing barrel. He should be there. Don't leave him in there too long though, or he's liable to get poured out into the fudge boiler, and that really would be a disaster, wouldn't it? My fudge would become *quite* uneatable!

MRS. GLOOP. [*Shrieking.*] What . . . what . . . *what* did you say?

WILLY WONKA. I'm joking—forgive me. Good-bye, Mrs. Gloop . . . see you later.

[*MRS. GLOOP exits. All others exit in opposite direction.*] **CC**

550 **OOMPA-LOOMPAS.** Augustus Gloop!

Augustus Gloop!

The great big greedy nincompoop!

How long could we allow this beast

To gorge and guzzle,⁸ feed and feast

On everything he wanted to?

Great Scott! It simply wouldn't do!

8. To *gorge and guzzle* is to eat and drink greedily.

READ
ALoud

So what we do in cases such
As this, we use the gentle touch,
“Come on!” we cried. “The time is ripe
To send him shooting up the pipe!”
But don’t, dear children, be alarmed;
Augustus Gloop will not be harmed,
Although, of course, we must admit
He will be altered quite a bit. **DD**

560

He’ll be quite changed from what he’s
been,

When he goes through the fudge
machine:

Slowly, the wheels go round and round,
The cogs⁹ begin to grind and pound;
A hundred knives go slice, slice, slice;
We add some sugar, cream, and spice;
Then out he comes! And now! By
grace!

570

A miracle has taken place!
This boy, who only just before
Was loathed by men from shore to shore,
This greedy brute, this louse’s ear,
Is loved by people everywhere!
For who could hate or bear a grudge
Against a luscious bit of fudge?

580

[*End of Scene 5.*]

Your Notes

9. In a machine, *cogs* are the teeth on the edge of a wheel that lock into the teeth on another wheel. When an engine turns the first wheel, the cogs make the second wheel turn too.

Vocabulary

alter (ôl’ tər) *v.* to make or become different; change

Reading Focus

Visualize

The narrator says there's no point in trying to describe the boat because in a minute it will come into view. Wouldn't it be nice to actually see this scene on stage? Imagine what the yacht might look like. Then draw what you see in your mind's eye in the frame below.

EE

Your Sketch

Think
It Over

Draw Conclusions

Earlier, Augustus Gloop fell in the Chocolate River, and now Willy Wonka says "the danger must be growing." What conclusion can you draw about the factory tour? **FF**

SCENE 6

[NARRATOR enters in front of curtain.]

NARRATOR. Poor Augustus . . . well, I bet we've seen the last of him for a while. Now you folks are really in for a treat! Did you know that Willy Wonka had his very own yacht?¹⁰ That's right! His very own! And boy, is it sharp! It's bright pink and has about ten Oompa-Loompas inside, pulling all of the oars! Well there's no point telling you all about the boat, because
590 in just a second . . . you should . . . be able to see it coming . . . up the tunnel . . . yes . . . yes . . . *here it comes now!* **EE**

[NARRATOR exits. Curtain opens to Chocolate River, now stage front. There are three doors behind the river which say "Cream Room," "Whip Room," and "Bean Room." Boat with visitors enters as scene opens.]

VIOLET BEAUREGARDE. It sure is dark in here! How can these dumb Oompa-Loompas see where they're going?

WILLY WONKA. [Hooting with laughter.]

There's no knowing where they're
600 going!

There's no earthly way of knowing
Which direction they are going!
There's no knowing where they're
rowing,

Or which way the river's flowing!

Not a speck of light is showing,

So the danger must be growing, **FF**

For the rowers keep on rowing,

And they're certainly not showing
610 Any signs that they are slowing . . .

MRS. SALT. He's gone off his rocker!

ALL. He's crazy!

MIKE TEAVEE. He's balmy!

VERUCA SALT. He's nutty!

10. A *yacht* is a small boat used especially for trips or racing.

VIOLET BEAUREGARDE. He's screwy!

MRS. BEAUREGARDE. He's batty!

MRS. TEAVEE. He's dippy!

MR. SALT. He's dotty!

MIKE TEAVEE. He's daffy!

VERUCA SALT. He's goofy!

VIOLET BEAUREGARDE. He's buggy!

MRS. BEAUREGARDE. He's wacky!

MR. TEAVEE. He's loony!

GRANDPA JOE. Oh, no he's not! **GG**

WILLY WONKA. Switch on the lights! Row faster! Faster!

[*The boat moves along.*]

CHARLIE. Look, Grandpa! There's a door in the wall! It says . . . Cream Room—dairy cream, whipped cream, violet cream, coffee cream, pineapple cream, vanilla cream, and . . . hair cream?

MIKE TEAVEE. Hair cream? You don't eat *hair cream*!

WILLY WONKA. Row on! There's no time to answer silly questions!

[*The boat moves along.*]

CHARLIE. Look . . . another door! Whip Room!

VERUCA SALT. Whips? What on earth do you use whips for?

WILLY WONKA. For whipping cream, of course! How can you whip cream without whips? Whipped cream isn't whipped cream at all, unless it's been whipped with whips—just as a poached egg isn't a poached egg unless it's been stolen from the woods in the dead of night!¹¹ Row on, please!

[*The boat moves along.*]

CHARLIE. Bean Room! Cacao beans, coffee beans, jelly beans, and Has Beans.¹²

VIOLET BEAUREGARDE. Has Beans?

11. The word *poach* has more than one meaning. It can mean "to cook in simmering liquid," or it can mean "to steal." Willy Wonka is making a play on words.

12. *Has Beans* is a play on words; the term "has-beens" refers to people who are no longer popular.

Reading Focus

Connect If you were one of the kids on the boat, what would you shout out? Why? **GG**

620

630

640

Your Notes



Reading Check

Step 1 Take a moment to think about what you just read. Look back over the notes you wrote and the passages you marked. Look over your **Foldable** and think about what you know about the characters. Then briefly tell how the five winners behaved.

Step 2 Now tell about a time when you observed another person behaving rudely. What did you think of the behavior?

Hot Words

Choose three words, either from the underlined vocabulary in the story or from the words you circled as you read. Record them in your **Hot Words Journal** at the back of this book and complete one of the activities listed there.

WILLY WONKA. You're one yourself! No time for arguing! Press on! Press on! [*Pause.*] Stop the boat! We're *there*!

MIKE TEAVEE. We're where?

WILLY WONKA. Up there!

650 **MIKE TEAVEE.** What's up there?

WILLY WONKA. You'll see.

[*End of Scene 6.*]



Reading Check

Going Solo

Reading Stage Directions

1. Read the Directions Turn back to scene 3 (pages 128–129). Underline or highlight the stage directions. How do these directions help you picture the characters and the scene?

Buddy Up

Draw Conclusions

1. Veruca Salt Read the following excerpt from one of Veruca Salt's speeches.

"As soon as I told my father that I simply *had* to have one of those Golden Tickets, he went out into the town and started buying up all the Wonka candy bars he could lay his hands on. *Thousands* of them, he must have bought. *Hundreds* of thousands! Then he had them loaded onto trucks and sent directly to his own factory."

With your partner, come up with two conclusions you can draw from the quotation. Write them here.

2. Charlie's Family Look at scene 3 again (pages 128–129). What conclusions can you draw about Charlie's family and how they feel about Charlie? With your partner, share your conclusions and discuss what details in the scene led you to them. Write one of your conclusions below and tell what lines in the scene support it.

TeamWork

Question

1. The Q and A Game Sit in a circle with your group members. Have one person ask a question about the play and the person to his or her right answer it. If that person doesn't know the answer, the next person should try until finally someone can answer the question. Then it's time for that person to ask a question. Keep going around the circle until each of you has had a chance to ask a question and have it answered. Write your question and its answer below.

2. Character Acting In your same group, each choose a character to play. For example, you might choose to play Willy Wonka. The others should ask you questions about the things you do and say and your reasons why. Your job is to answer the questions as your character might. For instance, if asked why he was so mean about Augustus, Willy Wonka might answer, "Because the wretched boy was ruining my chocolate!" On the lines below, tell which character you played and a question and answer from your discussion.

Literary Element

✦ Props

Props are the objects and furniture used on the stage during a play.

Think about each prop from the play. Tell what you imagine the prop would look like

OR what idea it suggests to the audience.

Prop	How I Imagine the Prop/ What the Prop Suggests
The bed and furniture in Charlie's house (scene 2)	
The Golden Ticket that Charlie finds (scene 3)	
Willy Wonka's pink yacht (scene 6)	

Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

1. Why does Willy Wonka close his factory?
 - A. No one liked his candy.
 - B. He became too old to work.
 - C. People stole his secret recipes.
 - D. His candy-making machines broke.
2. Why was Willy Wonka concerned when Augustus Gloop fell in the river?
 - F. He knew Augustus couldn't swim.
 - G. He feared Augustus would spoil the candy.
 - H. He thought Augustus's parents would sue him.
 - I. He knew the Oompa-Loompas might harm him.

Write your answer to open-ended question A in the space provided below.

- A. Think about Augustus Gloop. How is falling into the Chocolate River a good punishment for him? Support your answer with ideas or details from the play.

Multiple-Choice Questions

1. (A) (B) (C) (D) 2. (F) (G) (H) (I)

Open-Ended Question

A. _____

word power

Vocabulary Check

Write the word from the word list that belongs in the blank in each sentence.

repulsive *adj.*
disgusting

tremendous *adj.*
extraordinary or
wonderful; astounding

morsel *n.* a small
amount or quantity

ensure *v.* to make sure
or certain; guarantee

infest *v.* to occur in
large numbers so as
to be harmful

colossal *adj.* very
large; huge

alter *v.* to make or
become different;
change

1. The enormous statue required a base of _____ size to support it.
2. Cover the sugar bowl, or soon hundreds of ants will _____ it.
3. This concluding paragraph is weak, but I can _____ it when I revise.
4. The garbage can was full of rotting fish and other _____ things.
5. The circus performers put on a _____ show!
6. If I leave my cat at your house with your dog, how will you _____ my cat's safety?
7. I'm not really hungry, but I'd love to taste just a _____ of that cheese.

Reading Novels

"A tale of adventure you'll never forget."

"Powerful . . . an extraordinary story."

"Funny and fast-paced!"

Reviews like these can spark your interest. They draw you in and make you want to take part. But what are they inviting you to? They are describing novels!

Novels are book-length stories. They use many pages describing characters and telling what they do. And readers are glad of that fact. When you find a good novel, you want to live in its world for a while!

Mark the text

Main characters in novels can be all sorts of people. They can be pioneers, soldiers, space travelers, farmers, millionaires, or young people. What kind of characters do you especially enjoy reading about? Write your answer on the lines below. Then write the reasons that you enjoy that kind of character.

I like characters who are _____

because _____

Why Read Novels?

People read novels for enjoyment. Part of the fun is using your imagination to have new experiences. Novels can take you on journeys to new places. They introduce

you to new people and ideas. With a good novel, you can survive in the Arctic, face an invasion from a far-away planet, or build a homestead on the great plains.

What's the Plan?

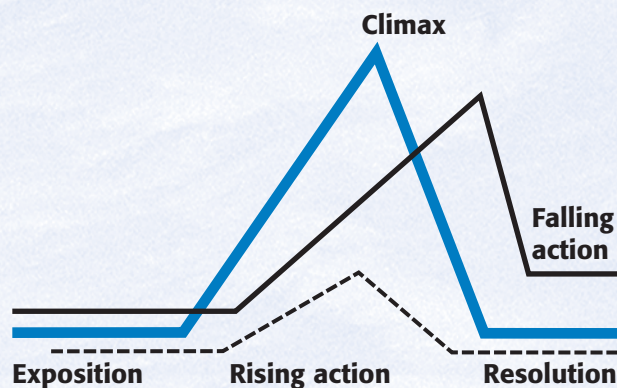
Like other kinds of fiction, a novel has a plot, characters, and setting. But a novel is much longer than a short story. So it can be more complex and detailed.

- The length of a novel can allow the reader to get to know the main **characters** very well—just as you know a lot about old friends.
- A novel can have several different **settings**—times and places where the action happens.
- A novel usually has a **main plot** that goes from the beginning of the book to the end. It can also have a number of **subplots**, in which a character faces and solves one problem after another. The diagram shows a main plot with two subplots.
- Each plot and subplot has several main parts.
 - * **Exposition** starts a problem or conflict.
 - * **Rising action** adds to the conflict.

* The **climax** is the time of greatest interest or suspense.

* The **falling action** is what happens after the climax.

* The **resolution** tells how everything turns out.



Wilson Rawls
*Where the
Red Fern Grows*

What Do I Look For?

Most novels have some elements in common. Check out this cover and sample page from *Where the Red Fern Grows* by Wilson Rawls.

A novel is usually divided up into **chapters**. Usually a new chapter helps mark changes in setting or plot.

Point of view is the way the narrator fits with the rest of the people in the story. When a narrator is a character in the story and tells the story using the words *I* or *we*, the story is told in **first person**.

Characters are the people or other creatures that carry out the action.

Plot is what happens in the novel. The plot begins with the introduction of characters and setting and then moves forward.

Mark the text

Find It! Circle a word that shows that the story is told by a first-person narrator.

Chapter 2

I SUPPOSE THERE'S A TIME in practically every young boy's life when he's affected by that wonderful disease of puppy love. I don't mean the kind a boy has for the pretty little girl that lives down the road. I mean the real kind, the kind that has four small feet and a wiggly tail, and sharp little teeth that can gnaw on a boy's finger; the kind a boy can romp and play with, even eat and sleep with.

I was ten years old when I first became infected with this terrible disease. I'm sure no boy in the world had it worse than I did. It's not easy for a young boy to want a dog and not be able to have one. It starts gnawing on his heart, and gets all mixed up in his dreams. It gets worse and worse, until finally it becomes almost unbearable.

If my dog-wanting had been that of an ordinary boy, I'm sure my mother and father would have gotten me a puppy, but my wants were different. I didn't want just one dog. I wanted two, and not just any kind of a dog. They had to be a special kind and a special breed.

I had to have some dogs. I went to my father and had a talk with him. He scratched his head and thought it over.

"Well, Billy," he said, "I heard that Old Man Hatfield's collie is going to have pups. I'm sure I can get one of them for you."

He may as well have poured cold water on me. "Papa," I said, "I don't want an old collie dog. I want hounds—coon hounds—and I want two of them."

How Do I Read It?

These **reading strategies** will be especially useful when you read novels.

Predict: Read the title, the author's name, and the first page. Ask yourself, What will happen in this book? Then read to find out. Pause now and then to check your predictions and make new ones.

Question: Stop and ask yourself, What is the narrator telling me? Why did that happen?

Respond: React to what you read. Do you like or dislike the characters? What's surprising, sad, moving, funny, or creepy? Are you enjoying the book?

For more information on **reading strategies**, see pages 322–328 in the **Reading Handbook**.

DO IT!

Read *Where the Red Fern Grows* or another novel. Be sure to

- pay attention to the **author's plan**
- use **reading strategies** that help you get the most from reading the novel

PART 2

NonFiction AND INFORMATIONAL TEXT

Reading Literary Nonfiction..... 150

- Judith Ortiz Cofer **Primary Lessons**
Jim Brandenburg **Brother Wolf**
Walter Dean Myers **Abd al-Rahman Ibrahima**
Patricia Lauber *from* **Volcano**

Reading Mass Media 198

- from* inTIME magazine **The Bully Battle**
from inTIME magazine **River Keepers Help Alaska's Salmon**
from USA TODAY **Knock, knock. Who's there? An ivory-billed woodpecker?**
from USA TODAY **Sister, brother find successful angle on life**
Glencoe Literature Web Site **Literature: Course 1**
Print Advertisement **Pride of Possession Is Standard Equipment**

Reading Textbooks..... 230

- from* Glencoe Science Voyages **What Is Climate?**
from Glencoe Human Heritage **The Paleolithic Age**
from Glencoe Mathematics **Making Circle Graphs**

Reading Functional Documents 258

- Form **Mail Order Form**
Application **Bank Savings Account Application**
Public Transportation Schedule **Camp Bus Schedule**
Map **Mall Map**
Instructions from a Manual **Sending an E-mail**

Reading Literary Nonfiction

Have you read about any of these subjects?

- the life of a famous person
- observations of nature
- historical events
- a person's views about life

If you have, you may have read literary nonfiction.

Nonfiction is just a formal name for writing that is about real events. Articles in most newspapers and magazines are nonfiction.

Writers of **literary nonfiction** go beyond just telling facts. They use **literary elements**, such as imagery, figurative language, characterization, and vivid description, to help get their ideas across.

Mark the text Literary nonfiction can deal with many topics. This list mentions some of them. Check one subject that you like to read about, or write a subject of your own on the blank line.

___ the experiences of an explorer

___ the history of a sport

___ the effect of a volcanic eruption

___ the life story of a famous entertainer

___ how average people lived a long time ago

Why Read Literary Nonfiction?

Read literary nonfiction to learn about yourself and the world around you. Literary nonfiction can help you think about the details of people's lives and understand the past. It can introduce you to new ideas and opinions too.

There are many kinds of literary nonfiction.

- A **biography** is an account of a person's life written by someone other than that person.

- An **autobiography** is the story of a person's life written by that person.
- An **essay** is a short piece of nonfiction about a single topic.

In the next section of this **Glencoe Reader**, you will read four pieces of literary nonfiction, including an autobiography, a biography, and two essays.

What's the Plan?

Biographies and autobiographies tell a story about a person's life, so they are usually told in **chronological order**, or **time order**. Essays and other kinds of literary nonfiction don't tell a story. Writers may use **cause and effect**, **problem/solution**, or **comparison and contrast** as the text structure.

Signal words can help you discover and follow the text structure of a selection. Look for words such as *first*, *then*, or *later* for time order; *because* or *as a result* for cause and effect; *help*, *problem*, *need*, or *must* for problem and solution; and *like* or *more than* for comparison and contrast.

When you read literary nonfiction, also look for **literary elements** such as characters, theme, and figurative language.

What Do I Look For?

Different kinds of literary nonfiction share some common elements. Check out these elements in the following sample from “The Land of Red Apples,” an autobiographical account.

The **title** and the **author** may help you guess what the writing will be about.

The **opening** introduces the subject and captures the reader’s interest.

Description is writing that includes many details about a person, object, place, or event. Good description helps you to picture exactly what the author had in mind.

The **setting** is the time and place in which the events happen.

The **narrator** is the person who speaks to the reader. In autobiographical accounts like this, the narrator is the voice of the writer.

Mark the text

Find It! Circle the words in the opening that tell who is in the traveling group.

How Do I Read It?

These **reading strategies** will be especially useful when you read literary nonfiction.

Connect: Have you ever experienced something similar to the event you are reading about? Thinking about your own experience can help you understand what you are reading.

Review: Go back and reread passages with lots of dates, names, and other facts. Making a list of the important facts will help you remember them.

DO IT!

Read the literary nonfiction selections that follow. Be sure to

- recognize and interact with the **literary elements** of literary nonfiction
- use **reading strategies** to help you get the most from your reading

The Land of Red Apples

Zitkala-Ša

There were eight in our party of bronzed children who were going East with the missionaries. Among us were three young braves, two tall girls, and we three little ones, Judéwin, Thowin, and I.

We had been very impatient to start on our journey to the Red Apple Country, which, we were told, lay a little beyond the great circular horizon of the Western prairie. Under a sky of rosy apples we dreamt of roaming as freely and happily as we had chased the cloud shadows on the Dakota plains. We had anticipated much pleasure from a ride on the iron horse, but the throngs of staring palefaces disturbed and troubled us.

On the train, fair women, with tottering babies on each arm, stopped their haste and scrutinized the children of absent mothers. Large men, with heavy bundles in their hands, halted nearby, and riveted their glassy blue eyes upon us.

I sank deep into the corner of my seat, for I resented being watched. Directly in front of me, children who were no larger than I hung themselves upon the backs of their seats, with their bold white faces toward me. Sometimes they took their forefingers out of their mouths and pointed at my moccasined feet. Their mothers, instead of reproving such rude curiosity, looked closely at me, and attracted their children’s further notice to my blanket. This embarrassed me, and kept me constantly on the verge of tears.

I sat perfectly still, with my eyes downcast, daring only now and then to shoot long glances around me. Chancing to turn to the window at my side, I was quite breathless upon seeing one familiar object. It was the telegraph pole which strode by at short paces. Very near my mother’s dwelling, along the edge of a road thickly bordered with wild sunflowers, some poles like these had been planted by white men. Often I had stopped, on my way down the road, to hold my ear against the pole, and, hearing its low moaning, I used to wonder what the paleface had done to hurt it. Now I sat watching for each pole that glided by to be the last one. . . .

It was night when we reached the school grounds. The lights from the windows of the large buildings fell upon some of the icicled trees that stood beneath them. We were led toward an open door, where the brightness of the lights within flooded out over the heads of the excited palefaces who blocked the way. My body trembled more from fear than from the snow I trod upon.

Entering the house, I stood close against the wall. The strong glaring light in the large whitewashed room dazzled my eyes. The noisy hurrying of hard shoes upon a bare wooden floor increased the whirring in my ears. My only safety seemed to be in keeping next to the wall. As I was wondering in which direction to escape from all this confusion, two warm hands grasped me

GET READY TO READ!

AUTOBIOGRAPHICAL ACCOUNT

Connect

Quickwrite What do you remember about your first days in school as a little kid? Were you excited? Confused? Scared? On the lines below, write for a few minutes about going to school for the first time.

In this autobiographical account, Judith Ortiz Cofer tells the true story of her first days in school.

Did You Know?

Building Background Judith Ortiz Cofer first went to school in Puerto Rico during the 1950s. Cofer and her family moved to Puerto Rico after living in New Jersey.

- Puerto Rico is an island about a thousand miles southeast of Florida, in the Caribbean Sea. Spanish is the primary language of Puerto Rico, but English is taught in the schools.
- Puerto Rico has close ties with the United States. Puerto Ricans are U.S. citizens, but they cannot vote in U.S. elections.

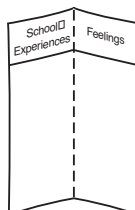
Reason to Read

Setting a Purpose for Reading Read to see what Judith Ortiz Cofer's first days in school were like.

FOLDABLES™
Graphic Organizer

Use the following **Foldable** to keep track of what happens to Judith in school and how she feels about it.

1. Fold a sheet of paper in half the long way.
2. Fold down the top inch or so of the narrow end of the paper to make a row across the top.
3. Unfold the paper and draw lines along the fold lines. You will have two columns. Label the left column **School Experiences** and the right column **Feelings**.
4. In the left column, jot down notes about what happens to Judith in school. In the right column, jot down how Judith feels about each of those school experiences.



word power

Vocabulary Preview

Read the definitions of these vocabulary words from "Primary Lessons." Use the guides in parentheses () to say each vocabulary word out loud.

emerge (i murj') *v.* to come out; p. 153

chaos (kā'os) *n.* complete confusion and disorder; p. 153

defiance (dī fī'əns) *n.* bold stand against authority; p. 154

indifference (in dif'ər əns) *n.* a lack of feeling or caring; p. 155

yearning (yur'ning) *n.* a strong feeling of longing; p. 155

unique (ū nēk') *adj.* one of a kind; not like anything else; p. 158

unmindful (un mīnd'fəl) *adj.* not aware; p. 159

relish (rel'ish) *v.* to take pleasure in; enjoy; p. 159

mimicry (mim'ik rē) *n.* the act of copying closely; imitation; p. 160

Hot Words Journal

As you read, circle words that you want to know more about. Later, you may add them to your **Hot Words Journal** at the back of this book.

What You'll Learn

Key Goals As you read, look for notes about these important skills. The notes will help you understand the selection better.

🔑 **Reading Focus:** Question

🔑 **Think It Over:** Draw Conclusions

🔑 **Literary Element:** Character

🔑 **Reading Coach:** Understanding Cultural References

Primary Lessons

Judith Ortiz Cofer

My mother walked me to my first day at school at La Escuela Segundo Ruiz Belvis,¹ named after the Puerto Rican patriot born in our town. I remember yellow cement with green trim. All the classrooms had been painted these colors to identify them as government property. This was true all over the Island. Everything was color-coded, including the children, who wore uniforms from first through twelfth grade. We were a midget army in white and brown, led by the hand to our battleground. From practically every house in our barrio² emerged a crisply ironed uniform inhabited by the wild creatures we had become over a summer of running wild in the sun. **A**

At my grandmother's house where we were staying until my father returned to Brooklyn Yard in New York and sent for us, it had been complete chaos, with several children to get ready for school. My mother had pulled my hair harder than usual while braiding it, and I had dissolved into a pool of total self-pity. I wanted to stay home with her and *Mamá*, to continue listening to stories in the late afternoon, to drink *café con leche*³ with them, and to play rough games with my many cousins. **B**

I wanted to continue living the dream of summer afternoons in Puerto Rico, and if I could not have that, then I wanted to go back to Paterson, New Jersey, back to where I imagined our apartment waited, peaceful and cool for the three of us

1. *La Escuela Segundo* (lä es kwā'lä sā goon'dō) *Ruiz Belvis* (rōō'ez bel'vēs)

2. Barrio (bä'rēō) refers to a Hispanic neighborhood.

3. *Café con leche* (kā fā' kōn lä'chā) is coffee with milk.

Vocabulary

emerge (i murj') *v.* to come out

chaos (kā'os) *n.* complete confusion and disorder

Reading Coach

Understanding Cultural References Judith describes what she saw walking to school in Puerto Rico.

Mark the text Circle details that tell you what the children and their school look like. **A**

Reading Focus

Question Ask yourself questions to make sure that you get what you're reading. Here, for example, you might ask, What does Judith want? Jot down your answer on the line below. **B**

word power

Using Definitions If you can't figure out the meaning of an underlined vocabulary word, read the definition at the bottom of the page. Then reread the sentence, putting the definition in place of the vocabulary word.

Hot Words

Choose your own words

Mark the text As you keep reading, circle any words you really want to remember or ones you don't understand. You'll come back to these words later.

Literary Element

Character Pay attention to what Judith says. "Hear" how she sounds when she says it. She is the main character, or person, and you can get to know her by "listening" to her.

Model: *I know that Judith is loud here, because it says that she yelled. I think she's whining, because she's unhappy and wants to skip school.* **C**

Reread the highlighted part.

Mark the text Circle words that tell you how Judith sounds.

to return to our former lives. Our gypsy lifestyle had convinced me, at age six, that one part of life stops and waits for you while you live another for a while—and if you don't like the present, you can always return to the past. Buttoning me into my stiff blouse while I tried to squirm away from her, my mother tried
30 to explain to me that I was a big girl now and should try to understand that, like all the other children my age, I had to go to school.

"What about him?" I yelled pointing at my brother who was lounging on the tile floor of our bedroom in his pajamas, playing quietly with a toy car.

"He's too young to go to school, you know that. Now stay still." My mother pinned me between her thighs to button my skirt, as she had learned to do from *Mamá*, from whose grip it was impossible to escape.

40 "It's not fair, it's not fair. I can't go to school here. I don't speak Spanish." It was my final argument, and it failed miserably because I was shouting my defiance in the language I claimed not to speak. **C** Only I knew what I meant by saying in Spanish that I did not speak Spanish. I had spent my early childhood in the U.S. where I lived in a bubble created by my Puerto Rican parents in a home where two cultures and languages became one. I learned to listen to the English from the television with one ear while I heard my mother and father speaking in Spanish with the other. I thought I was an ordinary
50 American kid—like the children on the shows I watched—and that everyone's parents spoke a secret second language at home. When we came to Puerto Rico right before I started first grade, I switched easily to Spanish. It was the language of fun, of summertime games. But school—that was a different matter.

I made one last desperate attempt to make my mother see reason: "Father will be very angry. You know that he wants us to speak good English." My mother, of course, ignored me as

Vocabulary

defiance (di fī'əns) *n.* bold stand against authority

she dressed my little brother in his playclothes. I could not believe her indifference to my father's wishes. She was usually so careful about our safety and the many other areas that he was forever reminding her about in his letters. But I was right, and she knew it. Our father spoke to us in English as much as possible, and he corrected my pronunciation constantly—not "jes" but "y-es." Y-es, sir. How could she send me to school to learn Spanish when we would be returning to Paterson in just a few months? **D**

But, of course, what I feared was not language, but loss of freedom. At school there would be no playing, no stories, only lessons. It would not matter if I did not understand a word, and I would not be allowed to make up my own definitions. I would have to learn silence. I would have to keep my wild imagination in check. Feeling locked into my stiffly starched uniform, I only sensed all this. I guess most children can intuit their loss of childhood's freedom on that first day of school. It is separation anxiety⁴ too, but mother is just the guardian of the "playground" of our early childhood. **E**

The sight of my cousins in similar straits⁵ comforted me. We were marched down the hill of our barrio where *Mamá's* robin-egg-blue house stood at the top. I must have glanced back at it with yearning. *Mamá's* house—a place built for children—where anything that could be broken had already been broken by my grandmother's early batch of offspring (they ranged in age from my mother's oldest sisters to my uncle who was six months older than me). Her house had long since been made child-proof. It had been a perfect summer place. And now it was September—the cruelest month for a child.

4. When you *intuit* (in tōō'it) something, no one teaches or explains it to you; you just know it. *Separation anxiety* is the fear and worry that some people feel when they are separated from their loved ones.

5. Here, *straits* means "a troublesome or difficult situation."

Vocabulary

indifference (in dif'ər əns) *n.* a lack of feeling or caring

yearning (yur'ning) *n.* a strong feeling of longing

Keep This in Mind

Use these marks to show your thoughts as you read.

? I have a question about this.

! This caught my eye.

★ I should remember this.



Draw Conclusions

To help you get important ideas, pay attention to details. See what they have in common. Then draw a conclusion by making a general statement about those details. Here, for example, Judith thinks she shouldn't go to a Puerto Rican school. **D**

Mark the text Circle her reasons why.

Now draw a conclusion about her father. On the lines below, tell why you think he wants her to speak English well.

READ ALOUD

Build Fluency In a quiet place, practice reading the boxed paragraph out loud. Reread it until you can read smoothly. **E**



Reading Check

Step 1 Make sure you've understood what you've read so far. Did you put a question mark next to parts you didn't get? Use the following strategies to understand those parts better.

- Reread hard parts, or read them out loud.
- Reread any notes that explain the hard parts.
- Ask a classmate or a teacher for help.

Step 2 When you're sure you understand what you've read, answer this question: What is the story mainly about?



Clarify Reread the boxed text to clarify, or clear up, its meaning. Why must the children learn English? **F**



Reading Check

La Mrs., as all the teachers were called, waited for her class of first-graders at the door of the yellow and green classroom. She too wore a uniform: it was a blue skirt and a white blouse.

- 90 This teacher wore black high heels with her “standard issue.” I remember this detail because when we were all seated in rows she called on one little girl and pointed to the back of the room where there were shelves. She told the girl to bring her a shoebox from the bottom shelf. Then, when the box had been placed in her hands, she did something unusual. She had the little girl kneel at her feet and take the pointy high heels off her feet and replace them with a pair of satin slippers from the shoebox. She told the group that every one of us would have a chance to do this if we behaved in her class.
- 100 Though confused about the prize, I soon felt caught up in the competition to bring *La Mrs.* her slippers in the morning. Children fought over the privilege.

Our first lesson was English. In Puerto Rico, every child has to take twelve years of English to graduate from school. It is the law. In my parents' schooldays, all subjects were taught in English. The U.S. Department of Education had specified that as U.S. territory, the Island had to be “Americanized,” and to accomplish this task, it was necessary for the Spanish language to be replaced in one generation through the

- 110 teaching of English in all schools. **F** My father began his school day by saluting the flag of the United States and singing “America” and “The Star-Spangled Banner” by rote, without understanding a word of what he was saying. The logic⁶ behind this system was that, though the children did not understand the English words, they would remember the

6. If you do a thing *by rote*, you do it without thinking about it, as if you were a machine. *Logic* involves a lot of thought to make sense of something.

**Reading
Coach**

rhythms. Even the games the teacher's manuals required them to play became absurd adaptations.⁷ "Here We Go Round the Mulberry Bush" became "Here We Go Round the Mango Tree." **G**

I have heard about the confusion caused by the use of a primer⁸ in which the sounds of animals were featured. The children were forced to accept that a rooster says *cockadoodledoo*, when they knew perfectly well from hearing their own roosters each morning that in Puerto Rico a rooster says *cocorocó*.⁹ Even the vocabulary of their pets was changed; there are still family stories circulating about the bewilderment of a first-grader coming home to try to teach his dog to speak in English. The policy of assimilation by immersion failed on the Island. Teachers adhered to it on paper, substituting their own materials for the texts, and no one took their English home. In due time, the program was minimized¹⁰ to the one class in English per day that I encountered when I took my seat in *La Mrs.*'s first-grade class. 120

Catching us all by surprise, she stood very straight and tall in front of us and began to sing in English: "Pollito—Chicken, Gallina—Hen, Lápiz—Pencil, Y Pluma—Pen."

"Repeat after me, children: Pollito—Chicken," she commanded in her heavily accented English that only I understood, being the only child in the room who had ever been exposed to the language. But I too remained silent. No use making waves, or showing off. Patiently *La Mrs.* sang her song and gestured for us to join in. At some point it must have dawned on the class that this silly routine was likely to go on all day if we did not "repeat after her." It was not her fault that she had to follow the rule in her teacher's manual stating that she must teach English *in* English, and that she must not translate, but must repeat her lesson in English until the 140

**Understanding
Cultural References**

A mango is a kind of fruit that grows in Puerto Rico. "Here We Go Round the Mulberry Bush" is a U.S. children's game. **G**

Why do you think the Puerto Rican teachers are told to call the game "Here We Go Round the Mango Tree"? On the lines below, jot down your answer.

FOLDABLES™

Don't forget your **Foldable!** In column 1, take notes about experiences Judith has in school. In column 2, jot down how Judith feels about each experience. As you keep reading the story, remember to take notes in both columns.

7. *Absurd* means "ridiculous." An *adaptation* is something that is changed to meet the needs of a certain situation.

8. A *primer* (prim'ər) is a book for teaching children to read.

9. *cocorocó* (kō kō rō kō')

10. This *policy* is the method of teaching English by conducting all school work in English. After a while, the program was cut back, or *minimized*, until only one class each day was all-English.

Reading Focus

Question Be sure to keep asking questions that will help you learn important ideas or details. For example, you might ask, Why is Judith the teacher's pet? Put a check next to the correct answer below. **H**

- ☐ She lived in the U.S., and her dad was in the Navy.
- ☐ She is the oldest student, and she owns land.

Reading Focus

Clarify Reread the boxed part, which is about status in Puerto Rican society. Circle

Mark the text clues that help you understand what "status" means here. Then, on the lines below, define "status." **I**

children "begin to respond" more or less "unconsciously."

This was one of the vestiges of the regimen followed by her predecessors¹¹ in the last generation. To this day I can recite

150 "Pollito—Chicken" mindlessly, never once pausing to visualize chicks, hens, pencils, or pens.

I soon found myself crowned "teacher's pet" without much effort on my part. I was a privileged child in her eyes simply because I lived in "Nueva York," and because my father was in the Navy. His name was an old one in our pueblo, associated with once-upon-a-time landed people and long-gone money. **H**

160 **Status** is judged by unique standards in a culture where, by definition, everyone is a second-class citizen. Remembrance of past glory is as good as titles and money. Old families living in decrepit old houses rank over factory workers living in modern comfort in cement boxes—all the same. The professions raise a person out of the dreaded "sameness" into a niche of **status**, so that teachers, nurses, and everyone who went to school for a job were given the honorifics of *El Míster* or *La Mrs.*¹² by the common folks, people who were likely to be making more money in American factories than the poorly paid educators and government workers. **I**

My first impression of the hierarchy¹³ began with my teacher's shoe-changing ceremony and the exaggerated
170 respect she received from our parents. *La Mrs.* was always right, and adults scrambled to meet her requirements. She wanted all our schoolbooks covered in the brown paper now used for paperbags (used at that time by the grocer to wrap meats and other foods). That first week of school the grocer was swamped with requests for paper which he gave away to

11. [*vestiges* . . . *predecessors*] In other words, this repetition was one of the last remains of the old "all-English" system that earlier teachers had used.

12. The *professions* are occupations that require special training, such as law, medicine, and education. In Spanish, adding *el* or *la* (which mean "the") to *Mr.* or *Mrs.* is a sign of respect.

13. A *hierarchy* (hī ər ər' kē) is a ranking of people or things based on certain standards.

Vocabulary

unique (ū nēk') *adj.* one of a kind; not like anything else

the women. That week and the next, he wrapped produce in newspapers. All school projects became family projects. It was considered disrespectful at *Mamá's* house to do homework in privacy. Between the hours when we came home from school and dinner time, the table was shared by all of us working together with the women hovering in the background. The teachers communicated directly with the mothers, and it was a matriarchy¹⁴ of far-reaching power and influence. **J**

K There was a black boy in my first-grade classroom who was also the teacher's pet but for a different reason than I: I did not have to do anything to win her favor; he would do anything to win a smile. He was as black as the cauldron that *Mamá* used for cooking stew and his hair was curled into tight little balls on his head—*pasitas*,¹⁵ like little raisins glued to his skull, my mother had said. There had been some talk at *Mamá's* house about this boy; Lorenzo was his name. I later gathered that he was the grandson of my father's nanny. Lorenzo lived with Teresa, his grandmother, having been left in her care when his mother took off for "Los Nueva Yores" shortly after his birth. And they were poor. Everyone could see that his pants were too big for him—hand-me-downs—and his shoe soles were as thin as paper. Lorenzo seemed unmindful of the giggles he caused when he jumped up to erase the board for *La Mrs.* and his baggy pants rode down to his thin hips as he strained up to get every stray mark. He seemed to relish playing the little clown when she asked him to come to the front of the room and sing his phonetic version of "o-bootifool, forpashios-keeis" leading the class in our incomprehensible¹⁶ tribute to the American flag. He was a bright, loving child, with

14. In a *matriarchy* women have the greatest authority.

15. *Pasitas* (pə sē'təs) means "raisins."

16. *Phonetic* (fə net'ik) means "having to do with speech sounds."
Incomprehensible means "difficult or impossible to understand."

Vocabulary

unmindful (un mīnd'fəl) *adj.* not aware

relish (rel'ish) *v.* to take pleasure in; enjoy

Think It Over

Draw Conclusions

Reread the boxed text.

Mark the text Underline details about school projects and homework. From those details, draw a conclusion about how the women feel about education. Jot down your thoughts on the lines below. **J**

Literary Element

Character

In this paragraph, Judith describes a boy named Lorenzo. As you read the rest of the page, circle details that tell what he is like. Describe him on the lines below. **K**

Literary Element

Character What does the highlighted sentence tell you about Judith's character? Jot down your answer on the lines below. **L**

Reading Focus

Summarize

Lines 217–231 tell why Judith was chosen over Lorenzo

to be in the school show. On the lines below, sum up the teachers' reasons for selecting her. **M**

a talent for song and mimicry that everyone commented on. He should have been chosen to host the PTA show that year instead of me. **L**

At recess one day, I came back
 210 to the empty classroom to get something, my cup? My nickel for a drink from the kioskman? I don't remember. But I remember the conversation my teacher was having with another teacher. I remember because it concerned me, and because I memorized it so that I could ask my mother to explain what it meant. "He is a funny *negrito*, and, like a parrot, he can repeat anything you teach him. But his *mamá* must not have the money to buy him a suit."

220 "I kept Rafaelito's First Communion suit; I bet Lorenzo could fit in it. It's white with a bow-tie," the other teacher said.

"But, Marisa," laughed my teacher, "in that suit, Lorenzo would look like a fly drowned in a glass of milk."

Both women laughed. They had not seen me crouched at the back of the room, digging into my schoolbag. My name came up then.

"What about the Ortiz girl? They have money."

"I'll talk to her mother today. The superintendent, *El Americano* from San Juan, is coming down for the show.

230 How about if we have her say her lines in both Spanish and English." **M**

The conversation ends there for me. My mother took me to Mayagüez¹⁷ and bought me a frilly pink dress and two crinoline petticoats¹⁸ to wear underneath so that I looked like



Did You Know?

A *kiosk* is a small structure with one or more open sides, such as a newsstand or bus shelter.

17. *Mayagüez* (mā'ə gwēz') is a city in western Puerto Rico.

18. *Crinoline petticoats* are half-slips made of stiff fabric that give a skirt or dress more fullness.

Vocabulary

mimicry (mim'ik rē) *n.* the act of copying closely; imitation

a pink and white parachute with toothpick legs sticking out. I learned my lines, “Padres, maestros, Mr. Leonard, bienvenidos¹⁹/ Parents, teachers, Mr. Leonard, welcome . . .” My first public appearance. I took no pleasure in it. The words were formal and empty. I had simply memorized them. My dress pinched me at the neck and arms, and made me itch all over.

240

I had asked my mother what it meant to be a “mosca en un vaso de leche,”²⁰ a fly in a glass of milk. She had laughed at the image, explaining that it meant being “different,” but it wasn’t something I needed to worry about.



Reading Check



Reading Check

Step 1 Think about Judith’s experiences and review your **Foldable** notes. On the lines below, sum up what school was like for her. Then explain why.

Step 2 Compare and contrast your memories of early school days with Judith’s memories. Are they alike or different? Explain.

Hot Words

Choose three words, either from the underlined vocabulary in the story or the words you circled as you read. Record them in your **Hot Words Journal** at the back of this book, and complete one of the activities listed there.

19. *Padres* (pä’drās), *maestros* (mīs’trōs), *bienvenidos* (byen’ve nē’dōs)

20. *Mosca en un vaso de leche* (mäs’kə en ōōn vā’sō dā lā’chā)

READING WRAPUP

Going Solo

🔑 Draw Conclusions

Grandmother Dear In "Primary Lessons," Judith Ortiz Cofer often mentions her grandmother, *Mamá*. Review lines 18–20 and lines 80–85. What general statement can you make about Judith's feelings for her grandmother? Write your conclusion and explain your reasoning on the lines below.

Buddy Up

🔑 Question

1. Getting Started With a partner, reread the first paragraph of "Primary Lessons." Write two questions that might help another reader understand the first paragraph. Then answer the questions.

2. Finishing Up Now reread the final paragraph of the selection with your partner. Did you have questions the first time you read it? What questions might help another reader understand the ideas in the passage? Work with your partner to write two questions below.

TeamWork

🔑 Understanding Cultural References

1. Home Life Review with your group members what it is like in *Mamá's* house. Does Judith like it there? As a group, decide whether it sounds like a good place to be. Give reasons for the decision. Record your group's thoughts on the lines below.

2. School Life Judith becomes the teacher's pet. She is also chosen to host the PTA show. With your group, talk about why Judith was chosen for these honors. What does this have to do with status in Puerto Rico? Write your group's ideas here.

Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

- Why is Judith upset at the beginning of the story?
 - She misses her father.
 - Her classmates are unkind.
 - She doesn't want to go to school.
 - She feels her teacher is being unfair.
- How does the first-grade teacher reward well-behaved students?
 - She lends them money.
 - She gives them good grades.
 - She allows them to skip English class.
 - She lets them put her slippers on her feet.

Write your answer to open-ended question A in the space provided below.

- A. What is one of the "primary lessons" that Judith learns at the Puerto Rican school? Use examples from the story to support your answer.

Multiple-Choice Questions

1. (A) (B) (C) (D) 2. (A) (B) (C) (D)

Open-Ended Question

A. _____



Vocabulary Check

From the word list, write the word that belongs in the blank in each sentence.

emerge *v.* to come out

chaos *n.* complete confusion and disorder

defiance *n.* bold stand against authority

indifference *n.* a lack of feeling or caring

yearning *n.* a strong feeling of longing

unique *adj.* one of a kind; not like anything else

unmindful *adj.* not aware

relish *v.* to take pleasure in; enjoy

mimicry *n.* the act of copying closely

- I really want to go camping. I have a _____ to sleep under the stars.
- The dog barked at the door, but Sara seemed _____ of the sound.
- When the fire alarm sounded, the quiet classroom turned into _____.
- People who break laws must pay for their _____.
- The news was upsetting, but some people shrugged to show their _____.
- Once the eggshell cracks, a chick will soon _____.
- One boy could copy anyone's voice. Sometimes his _____ got him in trouble.
- Tia and Luke _____ celebrating family birthdays.
- No two passwords are alike. Each is _____.

GET READY TO READ!

LITERARY NONFICTION

Connect

List Ideas What do you know about wolves? Are they useful or dangerous animals? Would you like to see one in the wild? As a class, list the words and ideas that come to mind about wolves.

This selection is a letter from a wild wolf to a human. The author uses the thoughts of a wolf to make a point about humans and their effect on the wilderness.

Did You Know?

Building Background Wolves once roamed all across North America. Then, around the 1600s, humans began hunting wolves. By the 1900s, almost no wolves were left in the United States. In recent years, the United States has been helping the numbers of wolves to grow. Now, about 2,500 wild wolves live in the lower forty-eight states.

Reason to Read

Setting a Purpose for Reading Read the selection to learn about how the relationship between wolves and humans has changed.

FOLDABLES™
Graphic Organizer

As you read, use the following **Foldable** to keep track of the changes in the way that wolves and humans get along.

1. Fold a sheet of paper from side to side.
2. Fold the top down to the bottom. Then unfold to show two sections.
3. Cut along the second fold through only the top layer. This will make two tabs. On the first tab, write **Wolves and Humans in the Past**. Label the second tab **Wolves and Humans Now**.
4. As you read the selection from *Brother Wolf*, write what you learn about wolves and humans under the correct tabs.

Wolves and Humans in the Past
Wolves and Humans Now

word power

Vocabulary Preview

Read the definitions of these vocabulary words from the selection. Use the guides in parentheses () to help you say each vocabulary word out loud. Then, when you see a vocabulary word in the selection, look at the definition at the bottom of the page. If the meaning still isn't clear, use the words and ideas around the vocabulary word (the context clues) to help you figure out the meaning. Still stuck? Ask for help.

impenetrable (im pen 'ə trə bəl) *adj.*
thick; not able to be passed through;
p. 165

adopt (ə dopt ') *v.* to accept; take
someone into one's family; p. 165

debt (det) *n.* something that is owed
to someone else; p. 165

recognize (rek 'əg nīz ') *v.* to see
something as though it had been seen
before; p. 166

Hot Words Journal

As you read, circle words that you want to know more about. They might be words you really like or words that you don't understand. Later, you may add them to your **Hot Words Journal** at the back of this book.

What You'll Learn

Key Goals As you read, look for notes about these important skills. The notes will help you understand the selection better.

➤ **Reading Focus:** Clarify

➤ **Think It Over:** Infer

➤ **Literary Element:** Tone

➤ **Reading Coach:** Understanding Pronouns

Reading
Coach

Understanding

Pronouns The speaker, a wolf, uses the pronoun *I* whenever it talks about itself. In the first paragraph, circle the word *you* wherever you find it. **A**

Mark the text

Who does the speaker mean by "you"? Write your answer here.

Jim Brandenburg

Since only the sun and moon made light, I have known you. I watched you from the once vast, impenetrable forest. I was witness as you discovered fire and strange tools. From ridges, I watched you hunt, and envied your kills. I have eaten your scraps. You have eaten mine. **A B**

I have heard your songs and watched your dancing shadows around bright fires. **C** In a time so distant that I can barely remember, some of us joined you to sit near those fires. We became part of your packs, joined in your hunts, protected your pups, helped you, feared you, loved you.

We have existed together a long time. We were much alike. It is why the tame ones adopted you. Some of you, I know, respected me, the wild one. I am a good hunter. I respected you, too. You were a good hunter. I would see you hunt in a pack with the tame ones and catch meat.

Then there was always plenty. Then there were few of you. Then the woods was big. We howled to the tame ones in the night. Some came back to hunt with us. Some we ate, for they had become very strange. It was this way for a long long time. It was a good way.

Sometimes I would steal from you, as you did from me. Do you remember when you were starving and the snow was deep and you ate the meat we killed? It was a game. It was a debt. Some might call it a promise.

Vocabulary

impenetrable (im pen'ə trə bəl) *adj.* thick; not able to be passed through

adopt (ə dɒpt') *v.* to accept; take someone into one's family

debt (det) *n.* something that is owed to someone else

Reading
Focus

Clarify If a sentence confuses you, read it again more slowly to make the meaning clearer. Look at the first sentence in the selection. What does it mean? Read the thinking model below.

Model: *This sentence confuses me. Other things make light, like lamps, candles, and fires. The wolf may mean when these other things weren't around. That's a long time ago! So the wolf has known humans for a very long time.* **B**

Think
It Over

Infer Writers often give clues to help you guess, or **infer**, an important idea. Look at the boxed sentence. Whose songs and dances might the wolf have seen and heard? Write your answer here. **C**

Reading Focus

Clarify Reread the boxed sentences slowly. Is this passage clear? What does

tame meat refer to? Write your answer here. **D**



Reading Check

Reading Check Think about what you've read. Look over your notes and the passages you marked. Review your **Foldable** and think about the relationship between wolves and humans. How did they get along in the past?

How do they get along now?

Hot Words

Mark the text

Choose three words, either from the underlined vocabulary in the story or from the words you circled as you read. Record them in your **Hot Words Journal** at the back of this book and complete one of the activities listed there.

Like many of the tame ones, most of you have become very strange. Now I do not recognize some of the tame ones. Now I do not recognize some of you. We were once so much alike.

You made the meat tame, too. When I began to hunt your tame meat (they are foolish creatures and do not honor death, but
30 the wild meat was gone), you hunted me. **D** I do not

understand. When your packs grew larger and fought among themselves, I saw. I watched your great battles. I feasted on those you left behind. Then you hunted me more. I do not understand. They were meat. You killed them.

We wild ones are now very few. You made the woods small. You have killed many of us. But I still hunt, and I feed our hidden pups. I always will. I wonder if the tame ones who live with you made a good choice. They have lost the spirit to live in the wild. They are many, but they are strange. We are few.

40 I still watch you, too, so I can avoid you.

I do not think I know you any longer.

Canis Lupus¹



Reading Check

1. *Canis Lupus* is the scientific name of the wolf species.

Vocabulary

recognize (rek'əg nīz') v. to see something as though it had been seen before

Going Solo

Clarify

In Your Own Words In this selection, you came across some confusing passages. You **clarified** them by rereading slowly enough to think about their meanings. Reread this sentence from the selection. Then think about what it means. On the lines below, put the sentence in your own words.

When your packs grew larger and fought among themselves, I saw.

Buddy Up

Understanding Pronouns

Write a Letter What might a human say in response to the wolf's letter in *Brother Wolf*? What might a dog say? In a short unsigned letter to the wolf, write a response in your own voice or the voice of a dog. Use the pronoun *you* to refer to the wolf. Use *I* to refer either to yourself or to a dog. Have a partner check your letter to see if it's clear who *I* is. If it's clear, write your letter on the lines below. If it's *not* clear, have your partner suggest improvements. Write the improved letter below.

TeamWork

Infer

1. Oh, Brother! With a group of at least three students and a group leader, take another look at the title of the selection. What can you guess about the author's feelings for the wolf? Write a sentence or two with your answer on a piece of paper. Fold the paper over and hand it to your group leader. The leader will number each answer and read each answer out loud. Vote for what you think is the best answer. Write your group's choice for best answer on the lines below.

2. What Did He Mean? The author writes about wolves from a wolf's point of view. He describes changes in how wolves and humans have treated each other. What can you infer about the author's opinion about wolves today? Talk about this question in your group. Remember to use context clues plus your own knowledge to figure out what the author thinks. Write a summary of your group's thoughts below.

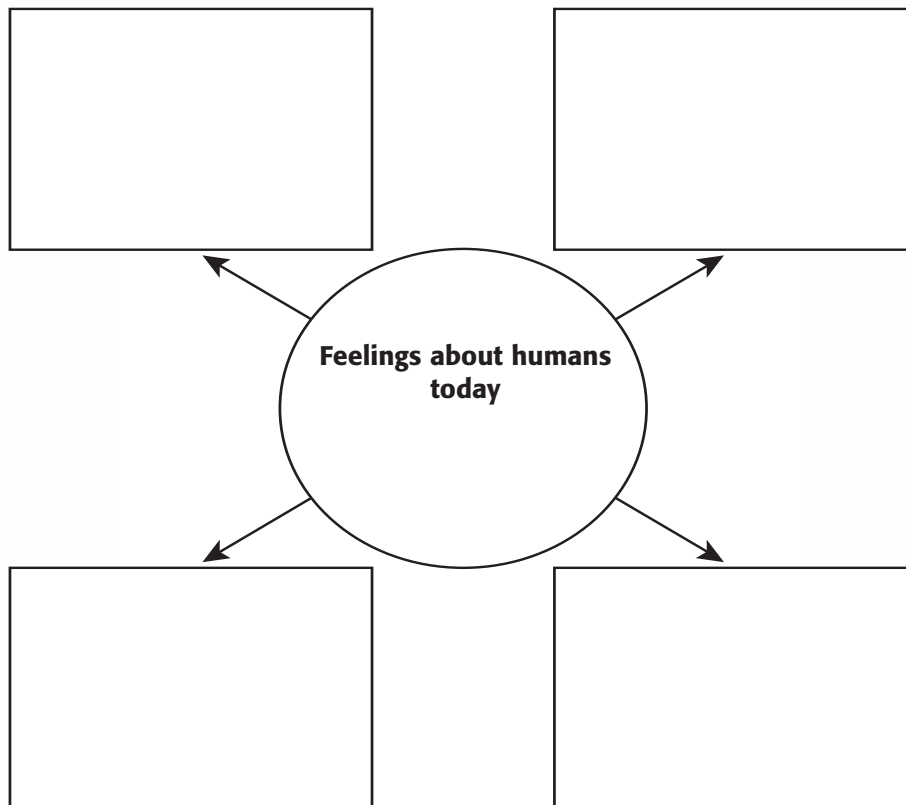
Literary Element

← Tone

Tone is a manner of speaking or writing that expresses the speaker's or writer's feelings about a topic. When you listen to your friends speak, you can probably tell how they feel about a topic from the tone of their voices. They might be sad or excited or angry. You can tell by what they say and how they say it.

When you read, nobody speaks the words for you. You have to guess how they would sound. To make a good guess, you need to think about the words and about the person speaking.

Look at lines 35–41 of the selection from *Brother Wolf*. Find words or phrases that help you imagine how the wolf feels about humans today. Write a word or phrase in each box in the graphic organizer below. Then, in the oval at the center, write a short sentence that describes the wolf's feelings about humans today.



Write one word that best describes the wolf's tone in lines 35–41.

Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

- The wolf is speaking to
 - humans
 - pet dogs
 - other wolves
 - Native Americans
- Who are the tame ones in this sentence?
Now I do not recognize some of the tame ones.
 - wolves who live in zoos
 - animals such as cattle
 - humans
 - dogs

Write your answer to open-ended question A in the space provided below.

- A. Why does the wolf no longer recognize or know the “you” in the letter? Use details from the selection in your answer.

Multiple-Choice Questions

1. Ⓐ Ⓑ Ⓒ Ⓓ 2. Ⓐ Ⓑ Ⓒ Ⓓ

Open-Ended Question

A. _____



Vocabulary Check

From the word list, write the word that belongs in the blank in each sentence.

impenetrable *adj.*
thick; not able to
be passed through

adopt *v.* to accept;
take someone into
one's family

debt *n.* something
that is owed to
someone else

recognize *v.* to see
something as though
it had been seen
before

- Carla changed so much over the summer that I didn't even _____ her.
- The forest was _____, so we had to go around it.
- The only way I can repay my _____ to my dad is to do extra chores.
- Someone is sure to _____ that puppy and take it home.

GET READY TO READ!

BIOGRAPHY

Connect

List Ideas How would you feel if your whole life changed in the space of one day? Can you imagine being taken away from everything you knew and loved? With a partner, talk about how you would feel if this happened to you. Then list your ideas on the following lines.

In this biography, you'll learn what happens when Abd al-Rahman Ibrahima, a son of an African chief, loses his family, his homeland, and his freedom.

Did You Know?

Building Background Between around 1500 and 1867, about ten million Africans were brought to the "New World"—North and South America—and sold into slavery. Many Africans ended up in the southern United States.

Reason to Read

Setting a Purpose for Reading Read the selection to find out how one man is sold into slavery and how he reacts to being enslaved.

FOLDABLES™

Graphic Organizer

As you read, use the following **Foldable** to keep track of the main events that happen in Abd al-Rahman Ibrahima's life and how he reacts to them.

1. Hold a sheet of paper with the short side at the top. Fold the paper in half from top to bottom.
2. Then fold the paper in half from top to bottom two more times.
3. Unfold all the folds so eight rows show.
4. In the top row, write **Abd al-Rahman Ibrahima**. Then number the rest of the rows **1–7**.
5. As you read the biography, write down the important things that happen in Ibrahima's life. Write one event in each row. In the same row, jot down how Ibrahima reacts to the event. If you fill up one side of the paper, use the other side.



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Vocabulary Preview

Read the definitions of these vocabulary words. Use the guide in the parenthesis () to help you say each vocabulary word out loud. Then, when you see a vocabulary word in the selection, look at the definition at the bottom of the page to help you figure out the meaning.

warily (wār'ə lē) *adv.* in a careful or cautious way; p. 171

destined (des'tind) *adj.* sure to become; p. 172

dominate (dom'ə nāt') *v.* to rule or control; p. 172

bearing (bār'ing) *n.* way of carrying oneself; p. 173

agony (ag'ə nē) *n.* great pain or suffering; p. 174

trek (trek) *n.* a journey, especially one that is slow or difficult; p. 175

bondage (bon'dij) *n.* slavery; p. 179

prosper (pros'pər) *v.* to grow in wealth or to succeed; p. 180

Hot Words Journal

As you read, circle words that you'd like to know more about. Later you may add them to your **Hot Words Journal**.

What You'll Learn

Key Goals As you read, look for notes about these important skills. The notes will help you understand the selection better.

🔑 **Reading Focus:** Monitor Comprehension

🔑 **Think It Over:** Infer

🔑 **Literary Element:** Biography

🔑 **Reading Coach:** Following Sequence of Events

Abd al-Rahman Ibrahima

Walter Dean Myers

Who were the Africans brought to the New World? What was their African world like? There is no single answer. The Africans came from many countries, and from many cultures. Like the Native Americans, they established their territories based on centuries of tradition. Most, but not all, of the Africans who were brought to the colonies came from central and west Africa. Among them was a man named Abd al-Rahman Ibrahima.

The European invaders, along with those Africans who cooperated with them, had made the times dangerous. African nations that had lived peacefully together for centuries now eyed each other warily. Slight insults led to major battles. Bands of outlaws roamed the countryside attacking the small villages, kidnaping those unfortunate enough to have wandered from the protection of their people. The stories that came from the coast were frightening. Those kidnaped were taken to the sea and sold to whites, put on boats, and taken across the sea. No one knew what happened then. **A**

Abd al-Rahman Ibrahima was born in 1762 in Fouta Djallon,¹ a district of the present country of Guinea. It is a beautiful land of green mountains rising majestically from grassy plains, a land rich with minerals, especially bauxite.² **B**

Ibrahima was a member of the powerful and influential Fula people and a son of one of their chieftains. The religion of Islam had swept across Africa centuries before, and the young Ibrahima was raised in the tradition of the Moslems.

1. Fouta Djallon (fōō'tä jä lōn')

2. Bauxite is a claylike substance from which we get aluminum.

Vocabulary

warily (wār'ə lē) *adv.* in a careful or cautious way

Reading Focus

Monitor Comprehension

Pause from time to time as you read

to ask yourself if you've understood what you've read. Did you understand the first two paragraphs? Try summarizing them. **A**

Model: Let's see if I've understood the first two paragraphs. Central and west Africa were dangerous places for a time. European invaders, helped by African outlaws, were taking other Africans across the sea. One African taken by the Europeans was Abd al-Rahman Ibrahima.

Reading Coach

Following Sequence of Events

To keep track of the events, look for clues in the text—specific dates or words and phrases that tell how much time has passed.

Mark the text

Circle the date in the highlighted sentence. **B**

What happened on this date, and why is it important? Write your answer below. Make note of this event in your **Foldable**.

Hot Words

Mark the text Choose your own words

As you read, circle any words that interest or confuse you. You'll come back to these words later.

Literary Element

Biography A biography

tells the story of a person's life. It may also include details about the times and places in which that person lived. The boxed paragraph has background information about Timbuktu, the place where

Mark the text Ibrahima studied. Look in the boxed paragraph for three or four background details about Timbuktu and then underline them. **C**

On the lines below, summarize what you learned about Timbuktu.

word power

Using Definitions When you come to a vocabulary word, read the word's definition at the bottom of the page. When you reread the sentence, the word's meaning should be clearer.

The Fula were taller and lighter in complexion than the other inhabitants of Africa's west coast; they had silky hair, which they often wore long. A pastoral³ people, the Fula had
30 a complex system of government, with the state divided into nine provinces and each province divided again into smaller districts. Each province had its chief and its subchiefs.

As the son of a chief Ibrahima was expected to assume a role of political leadership when he came of age. He would also be expected to set a moral example, and to be well versed in his religion. When he reached twelve he was sent to Timbuktu to study.

Under the Songhai dynasty⁴ leader Askia the Great, Timbuktu had become a center of learning and one of the
40 largest cities in the Songhai Empire. The young Ibrahima knew he was privileged to attend the best-known school in west Africa. Large and sophisticated, with wide, tree-lined streets, the city attracted scholars from Africa, Europe, and Asia. Islamic⁵ law, medicine, and mathematics were taught to the young men destined to become the leaders of their nations. It was a good place for a young man to be. The city was well guarded, too. It had to be, to prevent the chaos that, more and more, dominated African life nearer the coast. **C**

Ibrahima learned first to recite from the Koran,⁶ the Moslem
50 holy book, and then to read it in Arabic. From the Koran, it was felt, came all other knowledge. After Ibrahima had finished his studies in Timbuktu, he returned to Fouta Djallon to continue to prepare himself to be a chief.

3. Here, *pastoral* means that the Fula raised herds of animals.

4. The word *dynasty* refers to a series of rulers who are members of the same family.

5. The religion based on the teachings of Muhammad is Islam, and things that have to do with this religion are referred to as *Islamic*, *Moslem*, or *Muslim*.

6. *Koran* (kō rān')

Vocabulary

destined (des'tind) *adj.* sure to become

dominate (dom'ə nāt') *v.* to rule or control

The Fula had little contact with whites, and what little contact they did have was filled with danger. So when, in 1781, a white man claiming to be a ship's surgeon⁷ stumbled into one of their villages, they were greatly surprised.

John Coates Cox hardly appeared to be a threat. A slight man, blind in one eye, he had been lost for days in the forested regions bordering the mountains. He had injured his leg, and it had become badly infected as he tried to find help. By the time he was found and brought to the Fula chiefs, he was more dead than alive.

Dr. Cox, an Irishman, told of being separated from a hunting party that had left from a ship on which he had sailed as ship's surgeon. The Fula chief decided that he would help Cox. He was taken into a hut, and a healer was assigned the task of curing his infected leg.

During the months Dr. Cox stayed with the Fula, he met Ibrahima, now a tall, brown-skinned youth who had reached manhood. His bearing reflected his status as the son of a major chief. Dr. Cox had learned some Fulani, the Fula language, and the two men spoke. Ibrahima was doubtless curious about the white man's world, and Dr. Cox was as impressed by Ibrahima's education as he had been by the kindness of his people.

When Dr. Cox was well enough to leave, he was provided with a guard; but before he left, he warned the Fula about the danger of venturing too near the ships that docked off the coast of Guinea. The white doctor knew that the ships were there to take captives. **D**

Cox and Ibrahima embraced fondly and said their good-byes, thinking they would never meet again.

7. A *ship's surgeon* was not what we call a surgeon today but a physician who provided care for all sorts of health problems.

Vocabulary

bearing (bār'ing) *n.* way of carrying oneself

Keep This in Mind

Use these marks to show your thoughts as you read.

- ? I have a question about something here.
- ! This really caught my eye.
- ★ Here is something I should remember.



key Infer A writer may leave out certain information—especially information the reader can probably figure out, or **infer**, from clues in the text. Reread the paragraph that begins on line 76. Then underline the last sentence and read the sentence again carefully. **D**

Think about what you've learned so far from reading this biography. Use that information to help you figure out why the ships are taking captive Africans. Jot down your best guess here.



Predict One way to stay interested in a story is to **predict**—or guess—what will

happen next. Think about what you've read so far. Reread the boxed paragraph.

Mark the text

Underline words and phrases that will help you guess how the war will turn out. **E**

Who do you think will win the war and why? Write your prediction here.



Stop every now and then to think about the main events of Ibrahima's life and about Ibrahima's reactions to them. Write down what happens and how Ibrahima reacts in your **Foldable**.

Ibrahima married and became the father of several children. He was in his mid-twenties when he found himself leading the Fula cavalry in their war with the Mandingo.⁸

The first battles went well, with the enemy retreating before the advancing Fula. The foot warriors attacked first, breaking the enemy's ranks and making them easy prey for the well-trained Fula cavalry. With the enemy in full rout⁹ the infantry
90 returned to their towns while the horsemen, led by Ibrahima, chased the remaining stragglers. The Fula fought their enemies with spears, bows, slings, swords, and courage. **E**

The path of pursuit led along a path that narrowed sharply as the forests thickened. The fleeing warriors disappeared into the forest that covered a sharply rising mountain. Thinking the enemy had gone for good, Ibrahima felt it would be useless to chase them further.

"We could not see them," he would write later.

But against his better judgment, he decided to look for them.
100 The horsemen dismounted at the foot of a hill and began the steep climb on foot. Halfway up the hill the Fula realized they had been lured into a trap! Ibrahima heard the rifles firing, saw the smoke from the powder and the men about him falling to the ground, screaming in agony. Some died instantly. Many horses, hit by the gunfire, thrashed about in pain and panic. The firing was coming from both sides, and Ibrahima ordered his men to the top of the hill, where they could, if time and Allah permitted it, try a charge using the speed and momentum¹⁰ of their remaining horses.

110 Ibrahima was among the first to mount, and urged his animal onward. The enemy warriors came out of the forests,

8. The *Mandingo* were another people of western Africa.

9. The expression *in full rout* means "in disorderly retreat."

10. *Allah* means "God." *Momentum*, here, means "force resulting from movement."

Vocabulary

agony (ag'ə nē) *n.* great pain or suffering

some with bows and arrows, others with muskets that he knew they had obtained from the Europeans. The courage of the Fula could not match the fury of the guns.

Ibrahima called out to his men to save themselves, to flee as they could. Many tried to escape, rushing madly past the guns. Few survived.

Those who did clustered about their young leader, determined to make one last, desperate stand.

Ibrahima was hit in the back by an arrow, but the aim was not true and the arrow merely cut his broad shoulder. Then something smashed against his head from the rear.

The next thing Ibrahima knew was that he was choking. Then he felt himself being lifted from water. He tried to move his arms, but they had been fastened securely behind his back. He had been captured. **F**

When he came to his full senses, he looked around him. Those of his noble cavalry who had not been captured were already dead. Ibrahima was unsteady on his legs as his clothes and sandals were stripped from him. The victorious Mandingo warriors now pushed him roughly into file with his men. They began the long trek that would lead them to the sea.

In Fouta Djallon being captured by the enemy meant being forced to do someone else's bidding, sometimes for years. If you could get a message to your people, you could, perhaps, buy your freedom. Otherwise, it was only if you were well liked, or if you married one of your captor's women, that you would be allowed to go free, or to live like a free person.

Ibrahima sensed that things would not go well for him. **G**



Did You Know?

The *musket* is a type of gun used before the invention of the rifle. Muskets were six to seven feet long and weighed twenty pounds or more. They fired either single round balls or many smaller balls called buckshot.

Reading Focus

Predict Review your prediction on page 174. Were you surprised by this turn of events? Do you think this biography will ever say who wins the war? Explain your answer here. **F**

120

READ ALOUD

Build Fluency In a quiet place, practice reading aloud the boxed passage. Practice reading it until you can make it all the way through without stumbling. The sentences should sound clear and smooth. Be sure to pause slightly after periods and between paragraphs. **G**

130

140

Vocabulary

trek (trek) *n.* a journey, especially one that is slow or difficult

Think It Over

Interpret Reread the paragraph that begins on line 155. Look at the highlighted sentences. What do you think the author means by these sentences? Put a check mark next to the answer that makes the most sense. **H**

- ☐ Having a gun makes you evil no matter who you are.
- ☐ Whether you're good or evil, a gun gives you power over others.
- ☐ Ibrahima does not know the difference between good and evil.

Reading Coach

Following Sequence of Events Make sure you understand the order of events in the story up to now. Review what has happened in the biography so far. Then number the following events 1–5 in the order they happen. **I**

- ___ Ibrahima is forced to walk for weeks to the sea.
- ___ Ibrahima leads the Fula in battles against the Mandingo warriors.
- ___ Ibrahima thinks the Fula have won.
- ___ Ibrahima is chained and put on the ship.
- ___ Ibrahima is caught in a trap and captured by the enemy.

The journey to the sea took weeks. Ibrahima was tied to other men, with ropes around their necks. Each day they walked from dawn to dusk. Those who were slow were knocked brutally to the ground. Some of those who could no longer walk were speared and left to die in agony. It was the lucky ones who were killed outright if they fell.

When they reached the sea, they remained bound hand and foot. There were men and women tied together. Small children clung to their mothers as they waited for the boats to come and the bargaining to begin.

Ibrahima, listening to the conversations of the men who held him captive, could understand those who spoke Arabic. These Africans were a low class of men, made powerful by the guns they had been given, made evil by the white man's goods. But it didn't matter who was evil and who was good.

It only mattered who held the gun. **H**

Ibrahima was inspected on the shore, then put into irons and herded into a small boat that took him out to a ship that was larger than any he had ever seen.

The ship onto which Ibrahima was taken was already crowded with black captives. Some shook in fear; others, still tied, fought by hurling their bodies at their captors. The beating and the killing continued until the ones who were left knew that their lot¹¹ was hopeless. **I**

On board the ship there were more whites with guns, who shoved them toward the open hatch. Some of the Africans hesitated at the hatch, and were clubbed down and pushed below-decks.

It was dark beneath the deck, and difficult to breathe. Bodies were pressed close against other bodies. In the section of the ship he was in, men prayed to various gods in various languages. It seemed that the whites would never stop pushing men into the already crowded space. Two sailors pushed the

11. Here, *lot* means "fate; final outcome."

Africans into position so that each would lie in the smallest space possible. The sailors panted and sweated as they untied the men and then chained them to a railing that ran the length of the ship. 180

The ship rolled against its mooring¹² as the anchor was lifted, and the journey began. The boards of the ship creaked and moaned as it lifted and fell in the sea. Some of the men got sick, vomiting upon themselves in the wretched darkness. They lay cramped, muscles aching, irons cutting into their legs and wrists, gasping for air.

Once a day they would be brought out on deck and made to jump about for exercise. They were each given a handful of either beans or rice cooked with yams and water from a cask. 190 The white sailors looked hardly better than the Africans, but it was they who held the guns. 1

Illness and the stifling¹³ conditions on the ships caused many deaths. How many depended largely on how fast the ships could be loaded with Africans and how long the voyage from Africa took. It was not unusual for 10 percent of the Africans to die if the trip took longer than the usual twenty-five to thirty-five days.



Reading Check

Ibrahima, now twenty-six years old, reached Mississippi in 1788. As the ship approached land, the Africans were brought onto the deck and fed. Some had oil put on their skins so they would look better; their sores were treated or covered with pitch.¹⁴ Then they were given garments to wear in an obvious effort to improve their appearance. 200

Although Ibrahima could not speak English, he understood he was being bargained for. The white man who stood on the platform with him made him turn around, and several other

12. A ship's *mooring* is the place where it is docked.

13. The conditions were suffocating or smothering (*stifling*).

14. The *pitch* used here was a thick, dark, sticky substance from trees.

Reading Focus

Connect Reread the description of the voyage on the ship. Below, write

how you might have felt if you had been on the ship with Ibrahima. 1



Reading Check

Step 1 Review the events you listed in your **Foldable**. Have you understood everything so far? If not, choose one or more of the following ways to answer any remaining questions.

- Reread confusing passages slowly or read them aloud.
- Read on to see if new information clears up your question.
- Ask a classmate, your teacher, or a parent or other adult for help.

Step 2 Think about the life that Ibrahima led before his capture. How does it compare with his treatment on the ship?

Think It Over

Infer The author tells you the exact amount of money that Foster paid for Ibrahima and Sambo. Do you think that this was a lot of money in 1788? Write your answer and explain your reasons here. **K**

Reading Focus

Monitor Comprehension

Check your understanding as

you read. The first sentence of the boxed paragraph lets you know that Ibrahima feels hurt and confused. Look for details that support the idea that he is confused. Underline one detail that supports this idea. **L**

Mark the text

Why is Ibrahima confused? Write one reason here.

white men neared him, touched his limbs, examined his teeth, looked into his eyes, and made him move about.

210 Thomas Foster, a tobacco grower and a hard-working man, had come from South Carolina with his family and had settled on the rich lands that took their minerals from the Mississippi River. He already held one captive, a young boy. In August 1788 he bought two more. One of them was named Sambo, which means “second son.” The other was Ibrahima.

Foster agreed to pay \$930 for the two Africans. He paid \$150 down and signed an agreement to pay another \$250 the following January and the remaining \$530 in January of the following year. **K**

220 When Ibrahima arrived at Foster’s farm, he tried to find someone who could explain to the white man who he was—the son of a chief. He wanted to offer a ransom for his own release, but Foster wasn’t interested. He understood, perhaps from the boy whom he had purchased previously, that this new African was claiming to be an important person. Foster had probably never heard of the Fula or their culture; he had paid good money for the African, and wasn’t about to give him up. Foster gave Ibrahima a new name: He called him Prince.

For Ibrahima there was confusion and pain. What was he
230 to do? A few months before, he had been a learned man and a leader among his people. Now he was a captive in a strange land where he neither spoke the language nor understood the customs. Was he never to see his family again? Were his sons forever lost to him? **L**

As a Fula, Ibrahima wore his hair long; Foster insisted that it be cut. Ibrahima’s clothing had been taken from him, and his sandals. Now the last remaining symbol of his people, his long hair, had been taken as well.

He was told to work in the fields. He refused, and he was
240 tied and whipped. The sting of the whip across his naked flesh was terribly painful, but it was nothing like the pain he felt within. The whippings forced him to work.

For Ibrahima this was not life, but a mockery of life. There was the waking in the morning and the sleeping at night; he worked, he ate, but this was not life. What was more, he could not see an end to it. It was this feeling that made him attempt to escape.

Ibrahima escaped to the backwoods regions of Natchez. He hid there, eating wild berries and fruit, not daring to show his face to any man, white or black. There was no telling who could be trusted. Sometimes he saw men with dogs and knew they were searching for runaways, perhaps him. **M**

Where was he to run? What was he to do? He didn't know the country, he didn't know how far it was from Fouta Djallon, or how to get back to his homeland. He could tell that this place was ruled by white men who held him in captivity. The other blacks he had seen were from all parts of Africa. Some he recognized by their tribal markings, some he did not. None were allowed to speak their native tongues around the white men. Some already knew nothing of the languages of their people.

As time passed Ibrahima's despair deepened. His choices were simple. He could stay in the woods and probably die, or he could submit his body back into bondage. There is no place in Islamic law for a man to take his own life. Ibrahima returned to Thomas Foster.

Foster still owed money to the man from whom he had purchased Ibrahima. The debt would remain whether he still possessed the African or not. Foster was undoubtedly glad to see that the African had returned. Thin, nearly starving, Ibrahima was put to work.

Ibrahima submitted himself to the will of Thomas Foster. He was a captive, held in bondage not only by Foster but by the society in which he found himself. Ibrahima maintained his beliefs in the religion of Islam and kept its rituals as best



Evaluate As you read, take a moment now and then to **evaluate**—or form opinions about—events in the story. What do you think of Ibrahima's decision to escape? How does his decision affect your opinion of him? Write your answers to these questions on the lines below. **M**



Don't forget to write down the most important events that happen in Ibrahima's life in your **Foldable**.

Vocabulary

bondage (bon' dij) *n.* slavery

Reading Focus

Monitor Comprehension

Ibrahima has returned to work

for Thomas Foster. What has Ibrahima decided about living in bondage under Foster?

Reread this paragraph, beginning on page 179, to make sure you understand it. Then check the statement below that sounds most like Ibrahima's decision. **N**

- ☐ He decides to be the same person he was in Africa.
- ☐ He decides to forget his life and customs in Africa.
- ☐ He decides to try another escape.

Literary Element

Biography A biography doesn't mention every event in a person's life. A biography mentions only the most important events. Reread the boxed paragraph.

Mark the text Underline places in the text that tell you how much time has passed in Ibrahima's life. **O**

How has Ibrahima's life changed? Write your answer here.

he could. He was determined to be the same person he had always been: Abd al-Rahman Ibrahima of Fouta Djallon and of the proud Fula people. **N**

By 1807 the area had become the Mississippi Territory.

280 Ibrahima was forty-five and had been in bondage for twenty years. During those years he met and married a woman whom Foster had purchased, and they began to raise a family. Fouta Djallon was more and more distant, and he had become resigned to the idea that he would never see it or his family again. **O**

Thomas Foster had grown wealthy and had become an important man in the territory. At forty-five Ibrahima was considered old. He was less useful to Foster, who now let the tall African grow a few vegetables on a side plot and sell them
290 in town, since there was nowhere in the territory that the black man could go where he would not be captured by some other white man and returned.

It was during one of these visits to town that Ibrahima saw a white man who looked familiar. The smallish man walked slowly and with a limp. Ibrahima cautiously approached the man and spoke to him. The man looked closely at Ibrahima, then spoke his name. It was Dr. Cox.

The two men shook hands and Dr. Cox, who now lived in the territory, took Ibrahima to his home. John Cox had not
300 prospered over the years, but he was still hopeful. He listened carefully as Ibrahima told his story—the battle near Fouta Djallon, the defeat, the long journey across the Atlantic Ocean, and, finally, his sale to Thomas Foster and the years of labor.

Dr. Cox and Ibrahima went to the Foster plantation. Meeting with Foster, he explained how he had met the tall black man. Surely, he reasoned, knowing that Ibrahima was of royal blood, Foster would free him? The answer was a firm, but polite, no. No amount of pleading would make Foster change his mind.

Vocabulary

prosper (pros'pər) v. to grow in wealth or to succeed

It didn't matter that Dr. Cox had supported what Ibrahima had told Foster so many years before, that he was a prince. To Foster the man was merely his property.

310

Dr. Cox had to leave the man whose people had saved his life, but he told Ibrahima that he would never stop working for his freedom.

Andrew Marschalk, the son of a Dutch baker, was a printer, a pioneer in his field, and a man of great curiosity. By the time Marschalk heard about it, Cox had told a great many people in the Natchez district the story of African royalty being held in slavery in America. Marschalk was fascinated. He suggested that Ibrahima write a letter to his people, telling them of his whereabouts and asking them to ransom him. But Ibrahima had not been to his homeland in twenty years. The people there were still being captured by slave traders. He would have to send a messenger who knew the countryside, and who knew the Fula. Where would he find such a man?

320

For a long time Ibrahima did nothing. Finally, some time after the death of Dr. Cox in 1816, Ibrahima wrote the letter that Marschalk suggested. He had little faith in the procedure but felt he had nothing to lose. Marschalk was surprised when Ibrahima appeared with the letter written neatly in Arabic. Since one place in Africa was the same as the next to Marschalk, he sent the letter not to Fouta Djallon but to Morocco.¹⁵ **P**

330

The government of Morocco did not know Ibrahima but understood from his letter that he was a Moslem. Moroccan officials, in a letter to President James Monroe, pleaded for the release of Ibrahima. The letter reached Henry Clay, the American Secretary of State.

The United States had recently ended a bitter war with Tripoli¹⁶ in north Africa, and welcomed the idea of establishing

340

15. *Morocco* is a nation in northern Africa.

16. *Tripoli* (trip'ə lē) is a region of what is now the country of Libya; it's also the name of a city.

Your Notes



Key Infer Why is Marschalk surprised when Ibrahima hands him a letter written neatly in Arabic? Put a check mark next to the most likely reason for Marschalk's surprise. **P**

- ☐ He didn't think Ibrahima would bring the letter himself.
- ☐ He didn't know Ibrahima was well educated in Arabic.
- ☐ He didn't think Ibrahima could write at all.

Reading Coach

Following Sequence of Events

Keep track of events leading up to Foster's agreement to release Ibrahima. Number the events below from 1 to 4 in the order in which they take place. **Q**

- ___ Secretary of State Henry Clay writes a letter to Foster.
- ___ Ibrahima writes a letter to the Fula.
- ___ Marschalk sends the letter to Morocco.
- ___ The Moroccan government sends a letter to President James Monroe.

Reading Focus

Respond What were your thoughts as you read about Ibrahima's death?

Reread the paragraph that begins on line 364. Then think about how you felt as you read the paragraph. Write two or three sentences explaining your feelings on the lines below. **R**

good relations with Morocco, another north African country. Clay wrote to Foster about Ibrahima.

Foster resented the idea of releasing Ibrahima. The very idea that the government of Morocco had written to Clay and discussed a religion that Ibrahima shared with other Africans gave Ibrahima a past that Foster had long denied, a past as honorable as Foster's. This idea challenged a basic premise¹⁷ of slavery—a premise that Foster must have believed without reservation: that the Africans had been nothing but savages, with no humanity or human feelings, and therefore it was all right to enslave them. But after more letters and pressure from the State Department, Foster agreed to release Ibrahima if he could be assured that Ibrahima would leave the country and return to Fouta Djallon. **Q**

Many people who believed that slavery was wrong also believed that Africans could not live among white Americans. The American Colonization Society had been formed expressly to send freed Africans back to Africa. The society bought land, and a colony called Liberia was established on the west coast of Africa. Foster was assured that Ibrahima would be sent there. **Q**

By then Ibrahima's cause had been taken up by a number of abolitionist¹⁸ groups in the north as well as by many free Africans. They raised money to buy his wife's freedom as well.

On February 7, 1829, Ibrahima and his wife sailed on the ship *Harriet* for Africa. The ship reached Liberia, and Ibrahima now had to find a way to reach his people again. He never found that way. Abd al-Rahman Ibrahima died in Liberia in July 1829. **R**

Who was Ibrahima? He was one of millions of Africans taken by force from their native lands. He was the son of a chief, a warrior, and a scholar. But to Ibrahima the only thing that mattered was that he had lost his freedom. If he had been a

17. A *premise* is a statement that is accepted as true even though it hasn't been proven.

18. The movement to abolish, or do away with, slavery was called abolitionism, and people who supported this cause were *abolitionists*.

herder in Fouta Djallon, or an artist in Benin, or a farmer along the Gambia,¹⁹ it would have been the same. Ibrahima was an African who loved freedom no less than other beings on earth. And he was denied that freedom.



Reading Check



Reading Check

Step 1 Think about the main events in Ibrahima's life. Review your **Foldable**. Then write two or three sentences that sum up Ibrahima's life and the way he reacts to these events.

Step 2 How would you react if you'd been in Ibrahima's situation? Explain.

Hot Words

Choose three words from the underlined vocabulary or from the words you circled as you read. Record them in your **Hot Words Journal** at the back of this book and complete one of the activities listed there.

19. *Benin* (ben in') is a country in western Africa. The *Gambia* River flows from Fouta Djallon to the Atlantic.

READING WRAPUP

Going Solo

Following Sequence of Events

Keeping Track On the lines below, jot down five major events in Ibrahima's life. List the events in the order they happen. Don't forget to use the notes in your **Foldable** to help you.

1. _____
2. _____
3. _____
4. _____
5. _____

Buddy Up

Monitor Comprehension

Asking Questions With a partner, make sure you both understand difficult passages in the biography. Look over the biography for passages that you either marked with a question mark or think other readers might mark with a question mark. On the lines below, write two questions whose answers may help you or other readers understand the biography.

1. _____

2. _____

Switch questions with your partner and answer each others' questions. Then in your own words, write your partner's answers here.

1. _____

2. _____

TeamWork

Infer

1. Questions for Dr. Cox With a group, discuss Ibrahima's curiosity "about the white man's world" (lines 73–74). What about Europeans do you think Ibrahima asked Dr. Cox when they spoke as friends in Fouta Djallon? List three questions you think Ibrahima may have asked Dr. Cox.

- _____
- _____
- _____

2. Fighting for Freedom Think about what you know about Ibrahima's life in bondage. Do you think that many other enslaved people from that period were freed? Why or why not? Discuss these questions with a group and base your answers on the text. Write your group's thoughts below.

- _____
- _____
- _____
- _____

Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

- Which of the following does NOT help Ibrahima gain his freedom?
 - being friends with Dr. Cox
 - being the son of a Fula chief
 - knowing how to write in Arabic
 - having experience as a cavalry leader
- After Dr. Cox and Ibrahima meet again in Mississippi, Dr. Cox's attitude toward Ibrahima can be best described as
 - loyal
 - chilly
 - uncaring
 - suspicious

Write your answer to open-ended question A in the space provided below.

- A. What does Ibrahima do or think about to get himself through the years of slavery? Use details from the biography to support your answer.

Multiple-Choice Questions

1. Ⓐ Ⓑ Ⓒ Ⓓ 2. Ⓐ Ⓑ Ⓒ Ⓓ

Open-Ended Question

- A. _____

word power

Vocabulary Check

Write the word from the word list that belongs in the blank in each sentence.

warily *adv.* in a careful or cautious way

destined *adj.* sure to become

dominate *v.* to rule or control

bearing *n.* way of carrying oneself

agony *n.* great pain or suffering

trek *n.* a journey, especially one that is slow or difficult

bondage *n.* slavery

prosper *v.* to grow in wealth or to succeed

- Her _____ in front of the class was as impressive as her speech.
- Ken can _____ the group because he has the loudest voice.
- They survived a dangerous _____ across the mountains.
- Joe yelled in _____ after he broke his arm.
- We approached the big snarling dog _____.
- Lee will _____ if enough people keep coming to his new store.
- The fastest runner, Kayla, is _____ to win the race.
- During her childhood in _____, she longed to be free.

GET READY TO READ!

LITERARY NONFICTION

Connect

Anticipation Guide How much do you know about volcanoes? Read the statements below. Then put a check next to each statement that you think is true.

1. ____ Some of the world's mountains were formed by volcanic eruptions.
2. ____ Most eruptions start so suddenly that they cannot be predicted.
3. ____ A volcano can erupt only once.

Share and explain your answers in a class discussion.

In this book excerpt, you will read about the eruption of Mount St. Helens on May 18, 1980.

Did You Know?

Building Background Mount St. Helens is part of the Cascade Mountains. That mountain range lies along the western coast of North America.

- The Cascades are about 700 miles long. They stretch through three states—California, Oregon, and Washington—and on into British Columbia, Canada.
- Mount St. Helens is in southwestern Washington.
- After the 1980 eruption, the land around Mount St. Helens was named the Mount St. Helens National Volcanic Monument.

Reason to Read

Setting a Purpose for Reading Read to find out what happened on Mount St. Helens before, during, and after the 1980 eruption.

FOLDABLES™ Graphic Organizer

Use the following **Foldable** to take notes about what happened on Mount St. Helens.

1. Fold a sheet of paper in half the long way.
2. Turn the paper sideways and fold it into thirds.
3. Unfold. Cut the top layer along both folds to make three tabs.
4. Label the first tab **Before Eruption**.
Label the second tab **During Eruption**.
Label the third tab **After Eruption**.
5. As you read, jot down, under the correct tabs, what happened on Mount St. Helens.

Before Eruption	During Eruption	After Eruption
--------------------	--------------------	-------------------

word power

Vocabulary Preview

Read the definitions of these vocabulary words from *Volcano*. Use the guides in parentheses () to say each vocabulary word out loud. Then, when you see a vocabulary word in the text, look at the definition at the bottom of the page. If the meaning still isn't clear, use the words and ideas around the vocabulary word (the context clues) to help figure out the meaning. Still stuck? Ask for help.

fell (fel) *v.* to chop down; p. 188

yield (yēld) *v.* to produce; give; p. 189

avalanche (av'ə lanch') *n.* the sudden, quick fall of a large amount of snow, ice, earth, or rocks down the side of a mountain; p. 190

register (rej'is tər) *v.* to record an amount on a scale or other measuring tool; p. 190

relieve (ri lēv') *v.* to lessen; make smaller; p. 191

Hot Words Journal

As you read, circle words that you want to know more about. They might be words that you really like or words that you don't understand. Later, you may add them to your **Hot Words Journal** at the back of this book.

What You'll Learn

Key Goals As you read, look for notes about these important skills. The notes will help you understand the selection better.

➔ **Reading Focus:** Preview

➔ **Think It Over:** Analyze

➔ **Literary Element:** Informational Text

➔ **Reading Coach:** Understanding Scientific Details

from Volcano ^A

Patricia Lauber

THE VOLCANO WAKES

For many years the volcano slept. It was silent and still, big and beautiful. Then the volcano, which was named Mount St. Helens, began to stir. On March 20, 1980, it was shaken by a strong earthquake. The quake was a sign of movement inside St. Helens. It was a sign of a waking volcano that might soon erupt again.

Mount St. Helens was built by many eruptions over thousands of years. In each eruption hot rock from inside the earth forced its way to the surface. The rock was so hot that it was molten, or melted, and it had gases trapped in it. The name for such rock is magma. Once the molten rock reaches the surface it is called lava. In some eruptions the magma was fairly liquid. Its gases escaped gently. Lava flowed out of the volcano, cooled, and hardened. In other eruptions the magma was thick and sticky. Its gases burst out violently, carrying along sprays of molten rock. As it blasted into the sky, the rock cooled and hardened. Some of it rained down as ash—tiny bits of rock. Some rained down as pumice—frothy rock puffed up by gases. ^B

Together the lava flows, ash, and pumice built a mountain with a bowl-shaped crater at its top. St. Helens grew to a height of 9,677 feet, so high that its peak was often hidden by clouds. Its big neighbors were built in the same way. Mount St. Helens is part of the Cascade Range, a chain of volcanoes that runs from northern California into British Columbia. ²⁰

In the middle 1800s a number of small eruptions took place. Between 1832 and 1857 St. Helens puffed out clouds of steam and ash from time to time. It also gave off small flows of lava.

Reading Focus

Preview See what this selection is about *before* you read it. Preview the text by looking over, or **skimming**, the title and subheadings. Think about what they tell you. ^A

Model: The title tells me that this is about a volcano. The subheading "The Volcano Wakes" makes me think this section will tell how the volcano wakes up, or becomes active.

Reading Coach

Understanding Scientific Details Don't worry if you don't know a lot about the science of volcanoes. The selection explains scientific details for you. Look for explanations when you come across a term or idea you don't know. ^B

Model: I see that the word molten in line 11 means about the same thing as melted. The comma and the word or tell me so. I also see that melted rock is called magma when it's inside a volcano but lava when it's outside.

Find the words *ash* and *pumice* in lines 18 and 19.

Mark the text

Circle phrases that tell what these things are. Describe them on the lines below.

Ash is _____

Pumice is _____

word power

Using Definitions If you can't figure out the meaning of an underlined vocabulary word, read the definition at the bottom of the page. Then reread the sentence, putting the definition in place of the vocabulary word.

Think It Over

Analyze Sometimes you need to look closely at the parts of a subject to understand it better. Making sense of smaller pieces of information makes a hard subject easier to understand. **C**

Mark the text Reread and analyze the boxed paragraphs. Circle the parts that tell why people were not afraid that Mt. St. Helens might erupt. Then, below, put a check next to each detail that tells why.

- ☐ It had never before erupted.
- ☐ It was a green and peaceful place.
- ☐ It was home to many birds and other animals.

Then the mountain fell still.

30 For well over a hundred years the volcano slept. Each spring, as winter snows melted, its slopes seemed to come alive. Wildflowers bloomed in meadows. Bees gathered pollen and nectar. Birds fed, found mates, and built nests. Bears lumbered out of their dens. Herds of elk and deer feasted on fresh green shoots. Thousands of people came to hike, picnic, camp, fish, paint, bird-watch, or just enjoy the scenery. Logging crews felled tall trees and planted seedlings.

These people knew that Mount St. Helens was a volcano, but they did not fear it. To them it was simply a green and
40 pleasant mountain, where forests of firs stretched up the slopes and streams ran clear and cold. **C**

The mountain did not seem so trustworthy to geologists, scientists who study the earth. They knew that Mount St. Helens was dangerous. It was a young volcano and one of the most active in the Cascade Range. In 1975 two geologists finished a study of the volcano's past eruptions. They predicted that Mount St. Helens would erupt again within 100 years, perhaps before the year 2000.

The geologists were right. With the earthquake of March 20,
50 1980, Mount St. Helens woke from a sleep of 123 years. Magma had forced its way into the mountain, tearing apart solid rock. The snapping of that rock set off the shock waves that shook St. Helens. That quake was followed by many others. Most of them were smaller, but they came so fast and so often that it was hard to tell when one quake ended and another began.

On March 27 people near Mount St. Helens heard a tremendous explosion. The volcano began to blow out steam and ash that stained its snow-white peak. Small explosions went on into late April, stopped, started again on May 7, and
60 stopped on May 14.

The explosions of late March opened up two new craters at the top of the mountain. One formed inside the old crater.

Vocabulary

fell (fel) v. to chop down

The other formed nearby. The two new craters grew bigger. Soon they joined, forming one large crater that continued to grow during the next few weeks. Meanwhile, the north face of the mountaintop was swelling and cracking. The swelling formed a bulge that grew outward at a rate of five to six feet a day.

Geologists were hard at work on the waking volcano. They took samples of ash and gases, hoping to find clues to what was happening inside. They placed instruments on the mountain to record earthquakes and the tilting of ground. They kept measuring the bulge. A sudden change in its rate of growth might be a sign that the volcano was about to erupt. But the bulge grew steadily, and the ash and gases yielded no clues.

By mid-May the bulge was huge. Half a mile wide and more than a mile long, it had swelled out 300 feet.

On Sunday morning, May 18, the sun inched up behind the Cascades, turning the sky pink. By 8 A.M. the sun was above the mountains, the sky blue, the air cool. There was not one hint of what was to come.

At 8:32 Mount St. Helens erupted. Billowing clouds of smoke, steam, and ash hid the mountain from view and darkened the sky for miles.

The eruption went on until evening. By its end a fan-shaped area of destruction stretched out to the north, covering some 230 square miles. Within that area 57 people and countless plants and animals had died. **D**

Geologists now faced two big jobs. One was to keep watch on the mountain, to find out if more eruptions were building up. If so, they hoped to learn how to predict the eruptions.

The other job was to find out exactly what had happened on May 18. Most volcanic eruptions start slowly. Why had Mount St. Helens erupted suddenly? What events had caused the big fan-shaped area of destruction? What had become of the mountaintop, which was now 1,200 feet lower?

Vocabulary

yield (yĕld) *v.* to produce; give

Hot Words

Choose your own words

As you keep reading, circle any words you really want to remember or ones you don't understand. You'll come back to these words later.

Mark the text

Literary Element

Informational Text

This selection is informational text. Its main purpose is to explain a subject by giving facts about it. In the boxed paragraphs,

Mark the text

circle five facts. Which of the facts is the most interesting to you? Write it on the lines below. **D**

Keep This in Mind

Use these marks to show your thoughts as you read.

? I have a question about this.

! This caught my eye.

★ I should remember this.



Reading Check

Step 1 Make sure you've understood what you've read. Did you put a question mark next to parts you didn't understand? Use the following strategies to understand those parts better.

- Reread hard parts, or read them out loud.
- Ask a classmate or a teacher, parent, or other adult for help.

Step 2 When you're sure you understand what you've read, answer the following questions on the lines provided.

What was Mount St. Helens like before the 1980 eruption?

What was Mount St. Helens like during the 1980 eruption?



Preview

Preview the next part of the selection before you read it.

Reread the subheading. Then, on the lines below, tell what you think the next part will be about. **E**

The answers to these questions came slowly as geologists studied instrument records and photographs, interviewed witnesses, and studied the clues left by the eruption itself. But
100 in time they pieced together a story that surprised them. This eruption turned out to be very different from the ones that built Mount St. Helens.



Reading Check

THE BIG BLAST **E**

The May 18 eruption began with an earthquake that triggered an avalanche. At 8:32 A.M. instruments that were miles away registered a strong earthquake. The pilot and passengers of a small plane saw the north side of the mountain rippling and churning. Shaken by the quake, the bulge was tearing loose. It began to slide, in a huge avalanche that carried
110 along rock ripped from deep inside Mount St. Helens.

The avalanche tore open the mountain. A scalding blast shot sideways out of the opening. It was a blast of steam, from water heated by rising magma.

Normally water cannot be heated beyond its boiling point, which is 212 degrees Fahrenheit at sea level. At boiling point, water turns to a gas, which we call steam. But if water is kept under pressure, it can be heated far beyond its boiling point and still stay liquid. (That is how a pressure cooker works.) If the pressure is removed, this superheated water suddenly
120 turns, or flashes, to steam. As steam it takes up much more room—it expands. The sudden change to steam can cause an explosion.

Before the eruption Mount St. Helens was like a giant pressure cooker. The rock inside it held superheated water.

Vocabulary

avalanche (av'ə lanch') *n.* the sudden, quick fall of a large amount of snow, ice, earth, or rocks down the side of a mountain

register (rej'is tər) *v.* to record an amount on a scale or other measuring tool

**Reading
Coach**

The water stayed liquid because it was under great pressure, sealed in the mountain. When the mountain was torn open, the pressure was suddenly relieved. The superheated water flashed to steam. Expanding violently, it shattered rock inside the mountain and exploded out the opening, traveling at speeds of up to 200 miles an hour. **F**

130

The blast flattened whole forests of 180-foot-high firs. It snapped off or uprooted the trees, scattering the trunks as if they were straws. At first, this damage was puzzling. A wind of 200 miles an hour is not strong enough to level forests of giant trees. The explanation, geologists later discovered, was that the wind carried rocks ranging in size from grains of sand to blocks as big as cars. As the blast roared out of the volcano, it swept up and carried along the rock it had shattered.

The result was what one geologist described as “a stone wind.” It was a wind of steam and rocks, traveling at high speed. The rocks gave the blast its great force. Before it, trees snapped and fell. Their stumps looked as if they had been sandblasted.

140

G The wind of stone rushed on. It stripped bark and branches from trees and uprooted them, leveling 150 square miles of countryside. At the edge of this area other trees were left standing, but the heat of the blast scorched and killed them.

The stone wind was traveling so fast that it overtook and passed the avalanche. On its path was Spirit Lake, one of the most beautiful lakes in the Cascades. The blast stripped the trees from the slopes surrounding the lake and moved on.

150

Meanwhile the avalanche had hit a ridge and split. One part of it poured into Spirit Lake, adding a 180-foot layer of rock and dirt to the bottom of the lake. The slide of avalanche into the lake forced the water out. The water sloshed up the slopes,

**Understanding
Scientific Details**

This boxed section is a scientific explanation of the eruption. Slowly reread the section. Make sure that you understand every word. Then, on the lines below, explain how steam exploded and was released from Mount St. Helens. **F**

FOLDABLES™

Don't forget your **Foldable!** Remember to take notes about what happened before, during, and after the eruption.

Literary Element**Informational Text**

You've just read how whole forests were flattened.

Mark the text

Circle details that explain how that happened. Below, put a check next to the correct explanation. **G**

- ☐ Lava burned down the trees.
- ☐ Earthquakes split the trees.
- ☐ Winds carrying rocks smashed the trees.

Vocabulary

relieve (ri lēv') *v.* to lessen; make smaller

Think It Over

Analyze This paragraph tells what happened as a result of the upward blast. Reread the paragraph. **H**

Mark the text Circle all the parts that tell why the eruption was dangerous. Then list the reasons why on the lines below.

READ ALOUD

Build Fluency In a quiet place, practice reading the boxed paragraphs out loud. Reread them until you can read them smoothly. **I**

then fell back into the lake. With it came thousands of trees felled by the blast.

The main part of the avalanche swept down the valley of the North Fork of the Toutle¹ River. There, in the valley, most of
160 the avalanche slowed and stopped. It covered 24 square miles and averaged 150 feet thick.

The blast itself continued for 10 to 15 minutes, then stopped. Minutes later Mount St. Helens began to erupt upwards. A dark column of ash and ground-up rock rose miles into the sky. Winds blew the ash eastward. Lightning flashed in the ash cloud and started forest fires. In Yakima,² Washington, some 80 miles away, the sky turned so dark that street lights went on at noon. Ash fell like snow that would not melt. This eruption continued for nine hours. **H**

170 Shortly after noon the color of the ash column changed. It became lighter, a sign that the volcano was now throwing out mostly new magma. Until then much of the ash had been made of old rock.

At the same time the volcano began giving off huge flows of pumice and ash. The material was very hot, with temperatures of about 1,000 degrees Fahrenheit, and it traveled down the mountain at speeds of 100 miles an hour. The flows went on until 5:30 in the afternoon. They formed a wedge-shaped plain of pumice on the side of the mountain. Two weeks later
180 temperatures in the pumice were still 780 degrees. **I**

Finally, there were the mudflows, which started when heat from the blast melted ice and snow on the mountaintop. The water mixed with ash, pumice, ground-up rock, and dirt and rocks of the avalanche. The result was a thick mixture that was like wet concrete, a mudflow. The mudflows traveled fast, scouring the landscape and sweeping down the slopes into river valleys. Together their speed and thickness did great damage.

1. *Toutle* (tü'təl)

2. *Yakima* (yäk'ə mö)

The largest mudflow was made of avalanche material from the valley of the North Fork of the Toutle River. It churned down the river valley, tearing out steel bridges, ripping houses apart, picking up boulders and trucks and carrying them along. Miles away it choked the Cowlitz River and blocked shipping channels in the Columbia River. 190

When the sun rose on May 19, it showed a greatly changed St. Helens. The mountain was 1,200 feet shorter than it had been the morning before. Most of the old top had slid down the mountain in the avalanche. The rest had erupted out as shattered rock. Geologists later figured that the volcano had lost three quarters of a cubic mile of old rock.

The north side of the mountain had changed from a green and lovely slope to a fan-shaped wasteland. 200

At the top of Mount St. Helens was a big, new crater with the shape of a horseshoe. Inside the crater was the vent, the opening through which rock and gases erupted from time to time over the next few years. 1

In 1980 St. Helens erupted six more times. Most of these eruptions were explosive—ash soared into the air, pumice swept down the north side of the mountain. In the eruptions of June and August, thick pasty lava oozed out of the vent and built a dome. But both domes were destroyed by the next eruptions. In October the pattern changed. The explosions stopped, and thick lava built a dome that was not destroyed. Later eruptions added to the dome, making it bigger and bigger. 210

During this time, geologists were learning to read the clues found before eruptions. They learned to predict what St. Helens was going to do. The predictions helped to protect people who were on and near the mountain.

Reading Focus

Question Ask yourself questions to make sure that you understand what you've read. Here, for example, you might ask yourself, How did the eruption change Mount St. Helens? Jot down the answer on the lines below. **J**

Your Notes



Reading Check

Step 1 Now think about what you've read. Look back at the parts you marked. Review your **Foldable** and think about what happened before, during, and after the eruption on May 18. Then underline the detail in parentheses () that correctly completes each statement below.

Before the eruption, an
(earthquake / avalanche)
"woke up" Mount St. Helens.

During the eruption, lightning
caused (power outages /
forest fires).

After the eruption, Mount
St. Helens was more than a
thousand feet (shorter / taller).

Step 2 How would you feel
if you lived near a volcano that
might soon erupt? Why? Jot
down your answers on the
lines below.

Hot Words

Choose three words, either from the underlined selection vocabulary or the words you circled as you read. Record them in your **Hot Words Journal** at the back of this book, and complete one of the activities listed there.

220 Among these people were many natural scientists. They had come to look for survivors, for plants and animals that had lived through the eruption. They had come to look for colonizers, for plants and animals that would move in. Mount St. Helens had erupted many times before. Each time life had returned. Now scientists would have a chance to see how it did. They would see how nature healed itself.



Reading Check

Going Solo

Preview

Help? Think about the previewing you did at the beginning of the selection and on page 190. Was previewing helpful? Why or why not? Jot down your thoughts on the lines below.

Buddy Up

Understanding Scientific Details

1. Anticipation Guide Follow-Up Below are two of the statements from page 186. With a partner, review the article to find information that tells whether the statement is true or false. On the lines below, jot down the information and the page number on which you found it.

1. Some of the world's mountains were formed by volcanic eruptions.

2. Most eruptions start so suddenly that they cannot be predicted.

2. Student Scientist From the article, find a scientific detail that you think is explained well. Discuss the detail with a partner. Then, on the lines below, explain the detail.

TeamWork

Analyze

1. Where/When As a group, review the article. Decide which pages explain the events that happened *before* the eruption, *during* the eruption, and *after* the eruption. On the lines below, write the page numbers. Then explain why you think the author presents the events in the order in which they occurred in real life.

2. News Report With your group members, analyze what caused the volcano to erupt. Then write a news report about the eruption. In your report, use details from the article and at least three vocabulary words. Outline your report on the lines below.

Literary Element

Informational Text

Informational text is a form of nonfiction writing that explains a subject by giving facts about it. The purpose of informational text is to inform readers. In order to do so, writers of informational text organize ideas in ways that are easy to follow. One way is to identify causes and effects.

In the first column below are some events from *Volcano*. Each event had an effect, or caused something else to happen. Review the text, if you need to, to find the effect of each event. Write the effects in the second column.

CAUSE (WHY IT HAPPENS)	EFFECT (WHAT HAPPENS)
On May 18, an earthquake shakes Mount St. Helens.	
Water inside Mount St. Helens is under great pressure until the earthquake opens up a hole in the mountain.	
A 200 mph wind from the blast carries rocks of all sizes.	
Heat from the blast melts ice and snow, which mix with ash and dirt.	

Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

1. Where is Mount St. Helens located?
 - A. Oregon
 - B. California
 - C. Washington
 - D. British Columbia
2. What caused the mudflows?
 - A. An earthquake caused rivers to overflow.
 - B. Ash rained down after the eruption and began to spread.
 - C. Magma formed mud that was released from the mountain during an eruption.
 - D. Lava melted ice on the mountaintop, and the resulting water mixed with mud and ash.

Write your answer to open-ended question A in the space provided below.

- A. How was the 1980 eruption different from the 1800s eruptions of Mount St. Helens? Use details from the selection to support your answer.

Multiple-Choice Questions

1. Ⓐ Ⓑ Ⓒ Ⓓ 2. Ⓐ Ⓑ Ⓒ Ⓓ

Open-Ended Question

A. _____

word power

Vocabulary Check

From the word list, write the word that belongs in the blank in each sentence.

fell *v.* to chop down

yield *v.* to produce;
give

avalanche *n.* the sudden, quick fall of a large amount of snow, ice, earth, or rocks down the side of a mountain

register *v.* to record an amount on a scale or other measuring tool

relieve *v.* to lessen;
make smaller

1. The old mine is closed, but it may still _____ some gold dust.
2. Some people reported hearing a roar before the _____ rolled down the mountain.
3. The water rose against the dam. Workers opened the floodgates to _____ the pressure.
4. Using an ax to _____ a tree can take a long time.
5. When the gauges _____ "empty," I know it is time to buy more gasoline.

Reading **Mass Media**

Where do you look for a weather forecast? How can you find out if your favorite team won last night? How do you see what movies are playing this weekend? You would probably check the television, a Web site, or a newspaper to find information on these topics. We call these sources of information mass media.

Mass media are ways to contact large groups of people. They include television, radio, Internet, movies, newspapers, and magazines. Newspapers and magazines are sometimes called **print media**.



Which mass media do you use? What do you use them for? Circle the mass media you have used recently and write what you used one of them for.

television

newspapers

Internet

magazines

radio

movies

You read mass media

- to get information. News, weather, and sports reports provide you information.
- to be entertained. Movies, TV dramas, comic strips, and music entertain you.

- to be persuaded. Advertisements and editorials want you to buy something or do something.

A smart reader will keep in mind that much of mass media combines these purposes. The next section of this **Glencoe Reader** will give you tips for reading several kinds of print media.

What's the Plan?

Like all writers, mass media authors start with a plan. They organize ideas to help you understand their topic and purpose. As you read any kind of mass media, try to discover that plan. Watch for the author's **text structure**, or pattern of organization. That will make it easier to find and remember main ideas. Here are some common text structures for mass media.

- chronological (or time) order
- description
- compare and contrast
- cause and effect
- problem-solution

Look for signal words that suggest the text structure. For example, words like *first*, *next*, and *later* show chronological (or time) order. Words and phrases such as *because* and *as a result* show a cause-and-effect text structure.

What Do I Look For?

Mass media have some common elements. Check out this sample of an article from *inTIME* magazine.

Headlines preview what the story is about and make you want to read on.

The **deck**, or **subtitle**, grabs your attention.

The **lead** is the opening sentences or paragraphs of the text. In a hard-news story, it will introduce the who, what, where, when, why, and how.

Graphic elements present information at a glance. They include maps, charts, graphs, photographs, drawings, and timelines. Their **captions** provide extra information.

Subheadings set off the parts of an article and create interest in them.

Mark the text

Find it! Circle the caption of one of the graphic elements.

How Do I Read It?

These **reading strategies** will be especially useful when you read mass media.

Set a purpose: Think about what you really need to find out. Remember that there may be more information than you need. So focus for a moment on what you are trying to accomplish.

Preview: Look at the headline, the deck, the graphic elements, and the subheadings. See how the author has organized the information. Decide where you will start and what you will read.

Skim: Read over the information fairly quickly to get a general overview. Look for key words that tell the main points.

Summarize: In one or two sentences, state the main ideas of the selection. If you can't sum it up, take some time to reread.

For more information on **reading strategies**, see pages 322–328 in the **Reading Handbook**.

DO IT!

Read the mass media selections that follow. Be sure to

- notice the **text features** and the **text structure**
- use **reading strategies** to help you get the most from your reading

SPORTS

PAID TO PLAY GAMES

Top athletes are pulling in record-breaking salaries. Are they really worth their millions?



\$10,000,000
Green Bay quarterback Brett Favre signed a new megabucks deal.

By ROBERT SULLIVAN

In 1930 the great New York Yankee Babe Ruth was asked to justify his new annual salary, \$80,000, which he was paid to hit baseballs a long way. How could he earn that, people asked, when the president of the United States was making only \$75,000?

"I had a better year than he did," Ruth replied. The country was sliding into a rough era called the Great Depression at the time, so

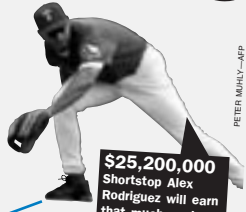
when people looked at the job President Herbert Hoover was doing, they didn't really argue with Ruth.

Times have changed. The president, who was voted a raise by Congress in 2000, now earns \$400,000 a year. That same year, the highest-paid ballplayer, shortstop Alex Rodriguez, signed a contract with the Texas Rangers. He makes a shade more than \$25 million a year. So the paychecks for those two jobs are no longer in the same ballpark.

WHEN THE PRICE IS RIGHT

After Rodriguez signed that contract, worth \$252 million over 10 years, critics were indignant. "It's obscene to pay a guy that much money to play a game," they cried. Are they right? It depends on how you look at it.

In a perfect world, perhaps the president would be paid



\$25,200,000
Shortstop Alex Rodriguez will earn that much each year for 10 years!

more than any athlete. Doctors would earn more than movie stars. Your teacher would be paid more than Britney Spears. But our world is far from perfect. Athletes get whatever folks will pay.

Rodriguez's contract redefined what an excellent shortstop is worth. In February, his friendly rival Derek Jeter signed a 10-year, \$189 million contract with the Yankees. Only a year earlier, the team had refused to sign Jeter to a seven-year, \$118.5 million deal. Do the math to see how much that cost the Yankees and how much Rodriguez's deal raised the pay scale.

PETER MOHLY—AP

GET READY TO READ!

MAGAZINE ARTICLE

Connect

Ask Yourself This Have you ever thought about the problem of bullies in your school or in your neighborhood? Think about the following question. Then share any ideas you'd like to share in a class discussion.

Has anyone ever pushed you around, picked on you, or made fun of you? How did it make you feel?

In this article, you'll read about the problem of bullying and what some people are doing to stop it.

Did You Know?

Building Background Bullying is a hot topic. In a recent Internet search, the keyword *bullying* came up with more than a half million hits on the Web.

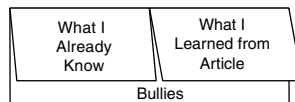
Reason to Read

Setting a Purpose for Reading Read the article to learn what is being done to deal with the problem of bullies.

FOLDABLES™
Graphic Organizer

Use the following **Foldable** to keep track of what you already know about bullies and what you learn from the magazine article.

1. Place a sheet of paper in front of you so the short side is at the top. Fold the top of the paper toward the bottom, but not all the way. Stop about 1 inch from the bottom.
2. Fold the paper in half side to side and then unfold. Cut along the fold line through the top layer of paper only. This will make two tabs.
3. Along the bottom, write **Bullies**. On the two tabs, write **What I Already Know** and **What I Learned from the Article**.
4. Before you read, jot some notes under the first tab. Tell what you already know about bullies.
5. As you read, jot down anything new that you learn about bullies under the second tab.



word power

Vocabulary Preview

Read the definitions of these vocabulary words from "The Bully Battle." Use the guides in parentheses () to help you say each word out loud.

When you see a vocabulary word in the article, look at the definition at the bottom of the page. If the meaning still isn't clear, look at the words and ideas around the vocabulary word (the context clues). They can help you figure out the meaning. Still stuck? Ask for help.

threaten (thret'ən) *v.* to say that something will be done to harm or punish; p. 201

ringleader (ring'lē'dər) *n.* a person who leads others; p. 202

awareness (ə wār'nīs) *n.* state of knowing something or knowing about something; p. 202

civility (si vil'ə tē) *n.* polite behavior; p. 203

Hot Words Journal

As you read, circle words that you want to know more about. They might be words you really like or words that you don't understand. Later, you may add them to your **Hot Words Journal** at the back of this book.

What You'll Learn

Key Goals As you read, look for notes about these important skills. The notes will help you understand the article better.

- **Reading Focus:** Connect
- **Think It Over:** Evaluate
- **Author's Plan:** Author's Purpose
- **Reading Coach:** Interpreting Statistics

THE BULLY BATTLE

Are nasty, mean kids making your life miserable?

TAKE ACTION!

By Elizabeth Siris
From *inTIME*, Volume 3 © 2003

Christian Champ, 10, a fifth-grader in Prescott, Arizona, got his first taste of bullying in kindergarten when a second-grader pushed him off a swing. Since then, Christian has learned how to deal with bullies—people who tease, hurt, or threaten others. In fourth grade, when a bully cursed at him, tried to hit him, and started swinging a shoe, Christian followed his father’s advice. “First I ignored the bully,” he explains. “Then I told the teacher.” **A**

People don’t like to be pushed or teased for getting good or bad grades or made fun of for how they look. Sadly, about one in seven schoolchildren is a bully or a victim of one. Five million elementary and middle school students in the U.S. are bullied each year, according to the National Association of School Psychologists. Each day, bullies’ teasing leads some 160,000 fearful kids to skip school. **B**

THE BIG, BAD BULLY

A recent study of bullies found that most often the popular kids, the ones liked by both kids and teachers, are doing the teasing. “Most bullies are the kids that other students look

Vocabulary

threaten (thret’ən) *v.* to say that something will be done to harm or punish



Connect

Connecting what you read to your own life helps you imagine how other people might think or feel. What would you have done in Christian’s place? **A**



Interpreting Statistics

Often writers use numbers, or statistics, to make a point or to prove their conclusions. They also include information about where the statistics came from.



Underline the three numbers, or statistics, in the boxed text. Then circle the source the writer gives for those statistics. **B**

Keep This in Mind

Use these marks to show your thoughts as you read.

- ? I have a question about something here.
- ! This caught my eye.
- ★ Here is something I should remember.

Reading Focus

Predict This heading comes from the saying “take the bull by the horns.”

The saying really has nothing to do with bulls. It means “take control” or “solve the problem.” With that heading, what would you predict this part of the article is going to be about? **C**

Now read on to see if the section matches your prediction.

Reading Focus

Clarify This paragraph begins with the words *The organization*. You might ask, What organization?

Mark the text

Circle the words *The organization*. Then look for the name of the organization somewhere above this paragraph. Underline its name. **D**



Author's Plan

Text Structure The way an author decides to organize a piece of writing is called **text structure**. This article uses a **problem-and-solution** organization. It states a problem and then discusses how to solve it. Name the problem and one possible solution on the lines below. **E**

²⁰ up to, the ones everybody wants to hang out with,” says Dorothy Espelage, an assistant professor of psychology who co-authored¹ the study.

Psychologist William Pollack agrees that too often a bully’s behavior is encouraged and not stopped. Some bullies become popular ringleaders with other kids, but not all bullies are the cool kids, he says. Some are troubled students who may have been bullied themselves.

TAKING THE BULLY BY THE HORNS **G**

Schools across the U.S. are fighting back against bullying.

³⁰ Last week 36 states observed Safe Communities = Safe Schools Awareness Week. From October 15 to 21, about 300 communities held antibullying and antiviolence activities² for kids. The week was coordinated by Safe Schools, Safe Students, an Arizona-based group founded by Rod Beaumont. He says the purpose of the awareness week is to make people realize that bullying and other types of school violence are not something that can just be ignored.

D The organization arranges bullying-prevention workshops.³ Many of them are led by a huge leather-wearing, ⁴⁰ tattoo-covered man called the Scary Guy. He challenges kids not to use mean words and not to push or shove others for at least seven days. “I was a bully my whole life,” the Scary Guy admits, “but now I’m not.” **E**

1. Something *co-authored* is written together with another person or other persons.
2. *Antibullying and antiviolence activities* provide opportunities for people to speak out against those who tease, bully, or use physical force to harm others.
3. *Bullying-prevention workshops* teach student groups how to stop bullies and how to avoid being a bully.

Vocabulary

ringleader (ring’lē’dər) *n.* a person who leads others

awareness (ə wār’nis) *n.* state of knowing something, or knowing about something

The workshops teach kids that words can hurt just as much as physical violence. Rebecca Sassoon, 10, of New York City, knows this well. When Rebecca was 7 years old, she was bullied by three boys in her class for being too smart. “I got things right on tests, and they didn’t, so they teased me,” she recalls. “I used to go home after school and cry.”

Because bullying can start early, teachers in Massachusetts use bullying-prevention lessons with kids as young as age 5.

Suffern Middle School, about 40 miles north of New York City, is among many schools that have antibullying programs all year long. To kick off the program in September, the school held an assembly led by Show of Love, a group that teaches about respect. One week later, teachers, students, and parents discussed how to promote politeness and civility throughout the year.

Bullies seem to have been around since school was invented. Can these new bully-busting programs really stop them? There may be hope. Spencer, a 10-year-old from

50

60

WHAT SHOULD YOU DO IF A BULLY BOTHERS YOU?

Tips from Allan L. Beane, director of the Center for School Safety at Murray State University in Kentucky **F**

Tell a parent or a teacher. Parents and teachers want to know what happened and how you feel about it. You are not being a tattletale.

If the bullying happened at school, have a parent discuss it with your teacher. Parents should not call the parents of the bully.

Never be ashamed of an illness or a disability. When you feel O.K. about it, other kids will too.

Stand up for other students who are bullied and ask them to stand up for you.

Don’t be an easy target. Look the bully in the eye and walk away confidently. Don’t get involved in a fight.

Bullies want to hurt your feelings. Even if they’re being really mean, act as if they’re not succeeding.

Ask your parents to label your belongings with a permanent marker so a bully will be less likely to steal them.

Find out more about bullying-prevention programs and how your school could participate. **G**



Author’s Plan

Author’s Purpose

Authors write for a reason. For example, they may want you to laugh, or they may want to teach you something. The boxed text on this page is set apart from the rest of the article. This kind of text is called a sidebar. Why do you think the author put this information in a box by itself? **F**



Evaluate When you **evaluate** something, you make judgments about it. Reread the tips in the sidebar. Which tip do you think is the best advice?



Mark the text Write a plus mark (+) next to the best advice. Write a minus mark (–) next to the advice you like the least. **G**

Vocabulary

civility (si vil’ə tē) n. being polite and respectful



Reading Check

Step 1 Review the facts about bullies from your **Foldable**. In your own words, tell what the bully problem is and briefly explain what people are doing about it.

Step 2 What will *you* do the next time a bully bothers you or someone you know?

Hot Words

Choose your own words After you finish reading the article, choose two words from the underlined vocabulary or from words you circled as you read. Write them in your **Hot Words Journal** and complete one of the activities listed there.

Colorado, says bullies can change. “I teased people all the time when I was in second grade,” he says, “but by third grade I got my act together. I didn’t like making other people feel bad.”

Some kids, like Jenna Gray of Prescott, Arizona, have their doubts. “Sometimes the peer pressure can get to you,” sighs Jenna, who has been both a bully and a victim. “It’s hard to get away from it.”

70

— From **TIME For Kids**, October 27, 2000



Reading Check

Going Solo

✦ Evaluate

Good Sources Look back over the quotations—the things people say—in this article. Most of the quotations are from kids who were bullied. Should readers believe what they are saying? Why?

Buddy Up

✦ Connect

1. Ask Yourself Again Think back to the class discussion you had during the Connect activity at the beginning of the lesson. With a partner, compare the class's experiences and feelings with those of the kids described in "The Bully Battle." Tell how the experiences the class discussed are the same as or different from the experiences described in the article.

2. Good Advice Has this article said everything there is to say about the bullying problem? What do *you* think? Talk about it with a partner and then write your ideas about bullying here.

TeamWork

✦ Author's Purpose

1. Stop the Bully Poster Is bullying a problem at your school? In a small group, talk about what the author of this article wanted to get across to readers. Then talk about what you think is important to say about bullies. Make a "Stop the Bully" poster to hang in your classroom. Be sure the poster clearly shows your purpose. Write your plans for the poster here.

Main picture or visual:

Important information:

2. Supporting Details In a small group, talk about the author's purpose in writing the article. Then read the following sentences from the article and tell how each one contributes to the author's purpose.

- Sadly, about one in seven schoolchildren is a bully or a victim of one.

- The workshops teach kids that words can hurt just as much as physical violence.

Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

1. One study found that bullies are often
 - A. popular kids.
 - B. poor students.
 - C. kids who like to fight.
 - D. students who are ashamed of something.
2. Which of the following sentences is the best summary of the author's main idea?
 - A. Teachers and kids have to go to a special class to learn how to deal with bullies.
 - B. Bullies have been around for a long time, and they will always be around.
 - C. Kids who get bullied have to deal with the bullying by themselves.
 - D. Some people are learning there are ways to stop bullying.

Write your answer to open-ended question A in the space provided below.

- A. How can a workshop about bullying help stop bullying? Use details from the article to support your ideas.

Multiple-Choice Questions

1. (A) (B) (C) (D) 2. (A) (B) (C) (D)

Open-Ended Question

- A. _____

word power

Vocabulary Check

Write the word from the word list that belongs in the blank in each sentence.

threaten *v.* to say that something will be done to harm or punish

ringleader *n.* a person who leads others

awareness *n.* state of knowing something or knowing about something

civility *n.* polite behavior

1. We should raise people's _____ of the bullying problem.
2. The school bully liked to _____ the smaller kids.
3. Don't be rude—treat other people with _____.
4. Sharla was the _____ of the class pranks.

GET READY TO READ!

MAGAZINE ARTICLE

Connect

List Ideas When people talk about protecting the environment, what do they mean? How can people help save our air, water, soil, and wildlife from pollution and waste? On the lines below, list some ways that you and others could help protect nature. Share your ideas with the class.

This article tells what some students are doing to help keep a river clean for Alaska's salmon.

Did You Know?

Building Background Salmon need both freshwater and salt water during their lives.

- Adult salmon live in the ocean but swim up a freshwater river—sometimes thousands of miles—to lay their eggs.
- After two to four months, the eggs hatch. The baby salmon stay hidden in the river for several months. Then they swim to the ocean.
- When salmon are fully grown, they return to the river where they hatched. They lay their eggs there, and the cycle begins again.

Reason to Read

Setting a Purpose for Reading Read the article to learn what some students did to help local salmon.



The article describes many activities that students did to learn about wild salmon and to help protect them. As you read, use the following **Foldable** to note each activity and how the activity helped the cause.

1. Place a sheet of paper in front of you with a short side at the top. Fold it in half from side to side.
2. Fold the top down about 1 inch as shown.
3. Open the paper and use the top boxes to label the left column **What the kids did** and the right column **How it helped**.
4. Use the space below each label to note the activities and the purpose that each activity served.



word power

Vocabulary Preview

Read the definitions of these vocabulary words from "River Keepers Help Alaska's Salmon." Use the guides in parentheses () to help you say each vocabulary word out loud. Then, when you see a vocabulary word in the story, look at the definition at the bottom of the page. If the meaning still isn't clear, use the words and ideas around the vocabulary word (the context clues) to help you figure out the meaning. Still stuck? Ask for help.

trudge (truj) *v.* to walk slowly and heavily; p. 208

suitable (sōō'tə bəl) *adj.* fitting; good enough; p. 208

trample (tram'pəl) *v.* to crush while walking on; p. 209

perspective (pər spek'tiv) *n.* a certain viewpoint; p. 209

lyrics (lir'iks) *n.* words to a song; p. 210

Hot Words Journal

As you read, circle words you want to know more about. Later, you may add them to your **Hot Words Journal** at the back of this book.

What You'll Learn

Key Goals As you read, look for notes about these important skills. The notes will help you understand the story better.

➤ **Reading Focus:** Respond

➤ **Think It Over:** Infer

➤ **Reading Coach:** Reading Maps



Respond As you read, think about how you react, or **respond**, to what the author wrote. How do you feel about what's going on in this first paragraph? **A**

Model: Being out in a snowstorm sounds fun—but cold. How do people walk in snow that's four feet deep? I wonder how far down they sank.



Infer When you **infer**, you guess at what a writer wants you to know but doesn't come right out and say. **B**

Mark the text Circle the two numbers in the boxed text. They say how many healthy salmon runs there are now and how many there used to be. Looking at these numbers, what can you infer about the health and safety of wild salmon today? Write your answer here.

word power

Using Context Clues If you don't know an underlined word, read the definition at the bottom of the page. Then reread the sentence. Still don't get it? Look around the word. Sometimes **context clues**, other words in the sentence, give you hints about the word.

River Keepers Help Alaska's Salmon

The Kenai River brings life to Soldotna, Alaska.
Meet some kids who want to keep it that way.

By Martha Pickerill
From *inTIME*, Volume 3 © 2003

Why did 27 kids in fifth and sixth grade bundle up, run out of school during a raging snowstorm, and trudge more than a mile through four-foot-deep snow? Because at the end of that trek¹ was Slikok Creek, the stream that Terri Carter's students keep tabs on² every month, and it was time for a checkup. Agents from the U.S. Department of Fish and Wildlife help the kids test the water to make sure it is suitable for the salmon that return there each year to lay their eggs and hatch their young. **A**

10 Carter's class attends Kalifornsky Beach Elementary School in Soldotna, Alaska. The students' adopted stream flows into the Kenai River, one of only 80 healthy wild-salmon runs left in the Pacific Northwest. There used to be nearly 200. **B**

But humans threaten the salmon. Young salmon need shady spots along the riverbanks to rest and grow. The water they swim in must remain clear and cool. When people walk

1. A *trek* is a slow and difficult journey.
2. To *keep tabs on* something is to watch it closely.

Vocabulary

trudge (truj) *v.* to walk slowly and heavily
suitable (sōō 'tə bəl) *adj.* fitting; good enough

Terri Carter



along the banks, they trample the plants that hang over to create shady spots. Too much boat traffic causes soil to wash out, choking the river with dirt.

ON THE RIVER

20

The kids' first step was to get a good look at the river. After that was done, the kids painted watercolors of the Kenai's salmon and wrote letters from the river's point of view. **C**

Some kids wrote stories from a salmon's perspective.

Charlie Mengel, 12, imagined how a newborn salmon named Aquafilion³ would be driven to swim for the open ocean:

"Aquafilion burst from his egg. His tiny head looked at all the wonders that surrounded him. Dozens of other fish surrounding him were also hatching. Aquafilion settled down in the gravel stream bed to wait. After three days he felt a distant voice from deep inside of him, and he rose from the gravel."

30

3. *Aqua* and *filius* are the Latin words for *water* and *son*. So the name *Aquafilion* means "son of the water."

Vocabulary

trample (tram'pəl) *v.* to crush while walking on

perspective (pər spek'tiv) *n.* a certain viewpoint

Reading Focus

Identify Sequence

As you read, keep track of the **sequence**, or the order of events. Certain words—such as *first*, *second*, *next*—tell you when things happened. **C**

Mark the text

In the boxed text, underline the clue words that tell you about sequence. What did the kids do first?

What did they do next?

FOLDABLES™

Don't forget about your **Foldable!** As you read, remember to jot down activities the students did and how they helped the river and the salmon.

Reading Coach

Reading Maps Most maps have labels that show the location of important places. Look at the labels on this map.

Mark the text Circle the labels for the places named in this article. **D**

Reading Check

Step 1 Think about what you've read and review the students' activities listed in your **Foldable**. Choose one activity and explain how it might have helped someone to care more about local salmon.

Step 2 Which of the students' activities would you most like to do? On the lines below, tell what activity you'd enjoy most, and why.

WHO'S GOT THE BLUES?

With help from local musician Mike Morgan, students collaborated on lyrics and music for a song called "The Kenai River Blues."

"It's kind of a sad thing that the river is not being taken care of," said Marit Hartvigson, 11. "And the blues is kind of a sad thing too."

40 The class members brainstormed to write the lyrics together. When the song was finished, they put on their shades and performed it at the high school auditorium for an audience of about 300.

A Soldotna resident would have to be hiding under a rock to miss the message. The team plans to keep working to protect the Kenai River—for salmon, other animals, and humans.



— From **TIME For Kids**, Spring 2000,
Heroes for the Planet



Reading Check

Vocabulary

lyrics (lir'iks) *n.* words to a song

Going Solo

🔑 Reading Maps

Find the Water

Look back at the map on page 210. What bodies of water are shown on the map? Write your answers below.

Buddy Up

🔑 Respond

1. What's Bugging You? The article makes a few points about the troubles facing salmon in the Pacific Northwest. Which fact bothers you the most, and why? Jot down your response on the lines below. Then share with a partner the part you chose and the reason.

2. Songs to Be Sung The students in Ms. Carter's class wrote a blues song about the Kenai River and performed it in front of the school. They were trying to get a point across with music. With a partner, discuss your reaction to that idea when you read about it. On the lines below, explain how you and your partner feel about the idea, and why.

TeamWork

🔑 Infer

1. Water Works The article says that Ms. Carter's students work with U.S. Fish and Wildlife agents to test the water of Slikok Creek. It does not say what they are testing, only that they're making sure it is *suitable* for the salmon eggs and hatchlings. With your group, look over the rest of the article to find what kind of water is suitable for baby salmon. What can you infer that the students are helping to test? Use details from the article to support your answer.

2. If These Waters Could Speak The author says that the kids wrote letters from the river's point of view. With your group, decide to whom these letters might have been addressed and what things the letters might have mentioned. On the lines below, write what your group has inferred about the river letters. Use details from the article to support your ideas.

Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

1. Wild salmon return to Slikok Creek every year to
 - A. visit Ms. Carter's students.
 - B. sleep for the winter.
 - C. search for food.
 - D. lay eggs.
2. What kinds of stories did the students write?
 - A. stories from their classmates' point of view
 - B. stories about people who live in Alaska
 - C. stories from a salmon's point of view
 - D. stories about clean water

Write your answer to open-ended question A in the space provided below.

- A. What two things does the article say cause harm to the river? How could each of those problems be solved? Support your response with details from the article.

Multiple-Choice Questions

1. Ⓐ Ⓑ Ⓒ Ⓓ 2. Ⓐ Ⓑ Ⓒ Ⓓ

Open-Ended Question

- A. _____

word power

Vocabulary Check

Write the word from the word list that belongs in the blank in each sentence.

trudge *v.* to walk slowly and heavily

suitable *adj.* fitting; good enough

trample *v.* to crush while walking on

perspective *n.* a certain viewpoint

lyrics *n.* words to a song

1. Shawna wanted to sing along, but she forgot the _____.
2. Everyone thought white sneakers were _____ for the dance team.
3. I'll put on my boots and _____ through the snow.
4. Please don't walk there. You'll _____ my flowers.
5. Looking out the airplane window gave me a different _____ on the city below.

GET READY TO READ!

NEWSPAPER STORY

Connect

Whole-Class Discussion You hear a lot these days about endangered species. An endangered species is a type of animal or plant that is in danger of becoming extinct—no longer alive anywhere on Earth. One cause of a species' becoming extinct is the destruction of the natural environment where it lives.

Discuss these questions with your class:

- What are some animals you know of that are endangered?
- Should we worry about a species becoming extinct? Why?

The newspaper article tells about a search for an endangered bird in a Louisiana swamp.

Did You Know?

Building Background This article is about a mystery. No one knows for sure if the ivory-billed woodpecker still exists.

- The ivory-billed woodpecker is the largest North American woodpecker. Its length (beak to tail) is about 19 inches.
- The birds live in heavily forested areas of the southeast. Much of that forest has been cut down to make wood products.
- The last reliable sighting of an ivory-billed woodpecker in that area was in 1969.

Reason to Read

Setting a Purpose for Reading Read to find out the results of a search for the ivory-billed woodpecker.



In this news story you will learn some details about the search for the ivory-billed woodpecker. Use the following **Foldable** to record what you learn.

1. Place a sheet of paper in front of you so that the short side is at the top. Fold the top down to the bottom and crease.
2. Fold the top down to the bottom once more. Then unfold to reveal four sections.
3. Label the top section **Most Important Clues**. Label the bottom section **Least Important Clues**.
4. As you read, record details on the **Foldable**. Use the middle for clues that don't belong in the top or bottom sections.

word power

Vocabulary Preview

Read the vocabulary words and meanings below. Use the guides in parentheses () to help you say each vocabulary word aloud. When you see a vocabulary word in the news story, look at the definition at the bottom of the page to help you figure out the meaning.

habitat (hab'ə tat') *n.* an area or place where a plant or animal naturally grows or lives; p. 214

intensive (in ten'siv) *adj.* thorough; leaving nothing out; p. 214

reverberating (ri vur'bə rāt'ing) *adj.* echoing; sending back the sound of something; p. 214

ornithology (ôr nə thol'ə jē) *n.* the scientific study of birds; p. 214

scale (skāl) *v.* to peel; remove in thin layers; p. 215

Hot Words Journal

As you read, circle words that you want to know more about. They might be words you really like or words that you don't understand. Later, you may add them to your **Hot Words Journal** at the back of this book.

What You'll Learn

Key Goals As you read, look for notes on these important skills. They'll help you understand the story better.

- ➔ **Reading Focus:** Summarize
- ➔ **Think It Over:** Draw Conclusions
- ➔ **Author's Plan:** Text Features
- ➔ **Reading Coach:** Understanding Long Sentences



Author's Plan

Text Features To catch your attention, newspapers use titles that will "hook" you. **A**

Model: "Knock, knock. Who's there?" sounds like a joke. But why is there a question mark at the end of the answer? I guess if I read the article I'll find out.



Summarize

Newspaper writers try to quickly answer the questions *Who?*

What? When? Where? Why? Reread the boxed section to find answers to those questions. Write the answers below. **B**

Reading Coach

Understanding Long Sentences When you read a long sentence, pause between ideas as you read. You might pause at a comma or before a connecting word like *and*, *or*, *but*, *that*, or *which*.

Mark the text Draw two upright lines (|) to separate the highlighted sentence into three ideas. Then reread the sentence, pausing at each | mark. Is it easier to follow now? **C**

KNOCK, KNOCK. WHO'S THERE?

An ivory-billed woodpecker? **A**

By Kathleen Fackelmann

USA TODAY.

April 10, 2002

A 30-day search of a Louisiana swamp has produced strong evidence that the ivory-billed woodpecker may have survived the modern destruction of its habitat.

Zeiss Sports Optics, a binocular company in Chester, Va., helped pay for the intensive manhunt of this swampy forest 40 miles from New Orleans. On Jan. 27, the 11th day of the search, four of the six Zeiss team members said they heard a series of loud raps reverberating through the forest. **B**

"When we heard the first rap, we were very excited," says

10 Martjan Lammertink, one of the Zeiss searchers.

The raps sounded just like recordings made in the 1930s of the ivory-billed woodpecker's characteristic double knock, adds Kurt Frstrup of the Cornell Lab of Ornithology in Ithaca, N.Y. Frstrup was not on the official Zeiss team but was searching the same area of the Pearl River Wildlife Management Area on Jan. 27 when he heard the double-rapping noise. **C**

Vocabulary

habitat (hab'ə tat') *n.* an area or place where a plant or animal naturally grows or lives

intensive (in ten'siv) *adj.* thorough; leaving nothing out

reverberating (ri vur'bə rāt'ing) *adj.* echoing; sending back the sound of something

ornithology (ōr'nə tholə jē) *adj.* the scientific study of birds

High water prevented the searchers from getting close enough to see the bird making the sound. But Lammertink did make a recording of the double knock.

20

“Martjan’s recording sent a chill down my spine,” says Van Remsen, an expert on the ivory-billed woodpecker at Louisiana State University–Baton Rouge.

Lammertink and others went back to the part of the forest where they had heard the raps, hoping to catch sight of the bird. But after days of searching, they still could not find the bird that had made the mysterious noise.

That wasn’t the only clue suggesting the ivory-billed woodpecker had survived in these woods. The team also found roost holes¹ big enough to house an ivory-billed woodpecker. In addition, the experts found trees with bark scaled off in a way that suggested the ivory-billed woodpecker had been working to get a meal of tasty grubs.²

30

At least one team member believes it’s only a matter of time before someone finds the bird. “I am more convinced now than ever that this woodpecker has survived,” says David Luneau of the University of Arkansas–Little Rock. Many hope that Luneau is right. **D**



Reading Check



Draw Conclusions

Good readers use the details in an article to **draw conclusions**, or make general statements about what they read. Think about the details in this news story. Then draw a conclusion about why people are looking for the ivory-billed woodpecker. **D**



Reading Check

Think about the article and review the important details on your **Foldable**. On the lines below, write a sentence that sums up the article’s most important point.

1. Hollowed out areas in trees where birds can rest or sleep are called *roost holes*.
2. *Grubs* are thick wormlike insects in their early development phase.

Vocabulary

scale (skāl) *v.* to peel; remove in thin layers

READING WRAPUP

Going Solo

Understanding Long Sentences

And Now the News Radio and television newscasters must use their voices to help listeners understand the ideas they broadcast. Prepare the paragraph below as if you are going to deliver it on television. Use vertical lines (|) to show the places where you will pause slightly as you read to help your listeners understand your story.

Zeiss Sports Optics, a binocular company in Chester, Virginia, helped pay for the intensive manhunt of this swampy forest 40 miles from New Orleans. On January 27, the 11th day of the search, four of the six Zeiss team members said that they heard a series of loud raps reverberating through the forest.

Buddy Up

Summarize

1. Still Here? What three pieces of evidence led some of the team members to believe that the ivory-billed woodpecker has not yet become extinct? Discuss the question with a partner. Then write your answer here.

2. The Short Version Look at your **Foldable**. With your partner, share the details you both listed. Work together to write two sentences that summarize the newspaper article.

TeamWork

Draw Conclusions

1. Where It All Began Read the following excerpt from the article.

The raps sounded just like recordings made in the 1930s of the ivory-billed woodpecker's characteristic double knock, adds Kurt Fristrup of the Cornell Lab of Ornithology in Ithaca, N.Y.

With your group, discuss two conclusions you can draw from that sentence about the history of research on the ivory-billed woodpecker. Write a sentence about each conclusion on the line below.

2. On the Other Hand Imagine you and your group are members of the Zeiss team. You disagree with the people who say that the ivory-billed woodpecker is probably still around. On the lines below, write two points *against* the opinion that the bird is still likely to be found.

Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

1. What are people looking for in the swamp?
 - A. ivory carvings
 - B. rare woodpeckers
 - C. nest boxes with eggs in them
 - D. trees that have no green leaves
2. Which of the following clues did the searchers find?
 - A. piles of feathers
 - B. holes in trees
 - C. fallen trees
 - D. nests

Write your answer to open-ended question A in the space provided below.

- A. Why do the searchers think the woodpecker exists?
Use details from the article to support your answer.

Multiple-Choice Questions

1. (A) (B) (C) (D) 2. (A) (B) (C) (D)

Open-Ended Question

A. _____

word power

Vocabulary Check

Write the word from the word list that belongs in the blank in each sentence.

habitat *n.* an area or place where a plant or animal naturally grows or lives

intensive *adj.* thorough; leaving nothing out

reverberating *adj.* echoing; sending back the sound of something

ornithology *n.* the scientific study of birds

scale *v.* to peel; remove in thin layers

1. After the flood, the clean-up effort was _____.
2. The buffalo lived on the grassy plains, but the bear's main _____ was in the forests.
3. Zane loves birds. She is sure she wants to study _____.
4. I heard footsteps _____ down the empty hallway.
5. To find food, the birds sometimes _____ off the bark of trees.

GET READY TO READ!

NEWSPAPER STORY

Connect

Discuss Have you ever entered a contest or competition? Did you enjoy it? Do you think of yourself as a competitive person? With a partner, discuss the positive and negative points of being competitive. Make a “pro-and-con” chart like the one below to show your conclusions.

Competition—Good or Bad?	
Positive Points	Negative Points

This newspaper article tells about a brother and sister who compete in all kinds of contests.

Did You Know?

Building Background BASS, an organization devoted to bass fishing, started the CastingKids program in 1991.

- The goals of CastingKids are to involve young people in fishing and to help them appreciate the outdoors and natural resources.
- More than one million kids have taken part in the CastingKids program since it began.
- The BASSMASTER CastingKids competition allows kids in two age groups, 7–10 and 11–14, to compete nationally for prizes, cash, and scholarships.

Reason to Read

Setting a Purpose for Reading Read to find out how two young people deal with competition.

word power

Vocabulary Preview

Read the definitions of these vocabulary words from the newspaper story. Use the guides in parentheses () to help you say each word out loud. When you see a vocabulary word as you read the newspaper story, look at the definition at the bottom of the page. If the meaning still isn't clear, use the words and ideas around the vocabulary word (the context clues) to help you figure out the meaning. Still stuck? Ask for help.

sibling (sib'ling) *n.* a brother or sister; p. 219

thrive (thrīv) *v.* to grow well; to be successful; p. 219

duo (dōō'ō) *n.* two persons commonly associated with each other; a couple; p. 219

simultaneously (sī'məl tā'nē əs lē) *adv.* at the same time; p. 219

collectively (kə lek'tiv lē) *adv.* as a group; together; p. 220

Hot Words Journal

As you read, circle words that you want to know more about. They might be words you really like or words that you don't understand. Later, you may add them to your **Hot Words Journal** at the back of this book.

What You'll Learn

Key Goals As you read, look for notes about these important skills. The notes will help you understand the newspaper story better.

➔ **Reading Focus:** Monitor Comprehension

➔ **Think It Over:** Evaluate

➔ **Author's Plan:** Author's Craft

➔ **Reading Coach:** Using Quotations to Understand Key Ideas

Sister, brother find successful angle on life

Such a pairing is first for CastingKids nationals

By Cristina Silva

USA TODAY

July 25, 2002

Rex and Vanessa Rodanas are gifted siblings who thrive on competition. **A** But they don't compete with each other.

"They've learned that competition is all around them," says Donna Rodanas, mother of the Bedford, N.H., duo. "They actually thrive on supporting one another through that." **B**

But the pair, straight-A students and accomplished fencers,¹ share more than a love for competition. They share a passion for fishing.

Rex, 12, and Vanessa, 10, are the first brother and sister to simultaneously qualify for the BASSMasters' 11th annual CastingKids national finals, scheduled for Friday in Birmingham, Ala.

The competition, which awards \$20,000 in college scholarships, divides the 10 national finalists into two age groups (7–10 and 11–14) and evaluates their performance in casting, pitching and flipping.²

1. *Fencers* are people who take part in the sport of fencing, a game in which participants use a sword-like weapon for attack and defense.

2. *Casting, pitching, and flipping* are ways of throwing a fishing line into the water.

Vocabulary

sibling (sib' ling) *n.* a brother or sister

thrive (thrīv) *v.* to grow well; to be successful

duo (dōō' ō) *n.* two persons commonly associated with each other; a couple

simultaneously (sī' mæl tā' nē əs lē) *adv.* at the same time

Reading Focus

Monitor Comprehension

As you read, ask yourself, Do I understand what's going on here? It's not too early to learn what this article is about. **A**

Model: From the first sentence, I know that the brother and sister are Rex and Vanessa. They like to compete. I wonder what they compete in. It could be sports, games, grades, or contests.

Reading Coach

Using Quotations to Understand Key Ideas

News writers often interview people to gather information for stories or articles. Then they use quotations to add interest to their writing. Quotations are also a good way to present key ideas. Underline the second quotation in the boxed paragraph. What important idea does this quotation present? **B**

Mark the text

10

Who is saying the words?



Author's Plan

Author's Craft To make reading easier, newspaper writers break up their ideas into small pieces. They often present these ideas in one-sentence paragraphs. What is the main idea of the boxed paragraph? **C**



Evaluate In your opinion, does this sentence add anything to the story? Explain your answer. **D**



Reading Check

Rex and Vanessa seem to enjoy competing. How do you feel about competition? Do you enjoy it or not? Why?

"Those two, they have such an unusual streak of success in this competition," CastingKids coordinator Joy George says.

20 "We've never seen anything like this before."

But their success is nothing new to them. Collectively, the Rodanases have won 10 state CastingKids championships and have swept their state championship since 1999.

For Rex, who began fishing at 2 and entered his first CastingKids competition at 7, this year is special. **C**

"I think it's cool because I got my sister into casting," says Rex, who one day hopes to be a doctor or a pro bass fisherman.

When not competing, Rex enjoys hunting and fishing with his father. Vanessa likes to read and write. She recently won 30 a \$20,000 savings bond in an Oreo cookie stacking contest. (For the curious, highest stack wins. Her mother won \$30,000 the same day for stacking a record 30 cookies in 30 seconds.) **D**

"I'm happy because we're going down there together," says Vanessa, who dreams of one day winning an Olympic gold medal in fencing.

"We like different things, and the CastingKids is a cool way for us to share and have fun together."³



Reading Check

3. Rex Rodanas took first place in his age group in the 2002 national finals.

Vocabulary

collectively (kə lek'tiv lē) *adv.* as a group; together

Going Solo

Using Quotations to Understand Key Ideas

1. What Did They Say? We learn about fictional people in stories and real people in the media from what they say. Read the following quotation from Rex. What does it tell you about him? What does it tell you about Vanessa?

"I think it's cool because I got my sister into casting."

About Rex _____

About Vanessa _____

2. Choose a Quotation The news writer used a number of quotations in the news story. Look back at the news story and choose one quotation you thought was interesting. On the lines below, write the quotation and tell who said it. Then write about what you learned from the quotation.

Quotation: _____

Who said it: _____

What I learned: _____

Buddy Up

Author's Craft

1. Punning Headlines News writers like snappy headlines—especially those with puns. A pun is the use of a word that can have two different meanings, usually for humorous effect. The pun in the headline is the word *angle*. Following are several meanings that word can have. Discuss the meanings with a partner. Which two meanings does the pun depend on? Check your two choices below.

- ☐ the shape formed by two lines moving out from the same point
- ☐ a way of reaching some goal
- ☐ to fish with a hook and line

2. One-Sentence Paragraphs The first two paragraphs of the news story could have been written as a single sentence. Why do you think the writer put those two ideas into separate paragraphs? Talk about it with a partner. Then write your ideas here.

TeamWork

Evaluate

Can You Compete? Can you imagine competing in national contests—and winning them like Rex and Vanessa? What is your opinion of national competitions for kids under 15 years old? On the lines below, evaluate the idea of intense competition for students in middle school and high school. Then share your ideas with your group.

Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

1. What event are Rex and Vanessa excited about competing in?
 - A. a cookie stacking competition
 - B. a writing competition
 - C. a fencing competition
 - D. a casting competition
2. What is unusual about Rex and Vanessa?
 - A. They have won awards in the same competition.
 - B. They are too young to be entering contests.
 - C. They compete against each other.
 - D. Most kids don't like to fish.

Write your answer to open-ended question A in the space provided below.

- A. The title of the news story says that Rex and Vanessa have found a "successful angle on life." What do you think that "successful angle" is? Use details from the newspaper story to support your response.

Multiple-Choice Questions

1. Ⓐ Ⓑ Ⓒ Ⓓ 2. Ⓐ Ⓑ Ⓒ Ⓓ

Open-Ended Question

- A. _____

word power

Vocabulary Check

Write the word from the word list that belongs in the blank in each sentence.

sibling *n.* a brother or sister

thrive *v.* to grow well; to be successful

duo *n.* two persons commonly associated with each other; a couple

simultaneously *adv.* at the same time

collectively *adv.* as a group; together

1. My brother Pat is the oldest of my _____.
2. The twins were a popular _____ at school.
3. Eighteen class members _____ slammed their books shut with a bang.
4. Some people avoid competition; others _____ on it.
5. The group _____ agreed that Tasha should lead the meeting.

GET READY TO READ!

WEB PAGE

Connect

Think-Pair-Share Think about the best Web sites you have visited. What was great about them? Did they have interesting information? Did they look good? Tell a partner what you liked best. Then talk with the class about what makes a good site.

On this Web page, you will see how links on a single page can connect you to many resources.

Did You Know?

Building Background It helps to know the author's plan when you read an article. In the same way, you should know a few basic things about Web design when you read a Web page.

- Most Web pages have **links** you can click on to go to other sections, other pages, or even other Web sites.
- A **navigation menu** contains links to major parts of the site you're on. This menu will usually be in a band across the top of the page or in a list along the left side.
- The **main menu** on a Web site is similar to the table of contents in a book. This menu is often, but not always, found on the site's home page—the first page you come to at most sites.

Reason to Read

Setting a Purpose for Reading Read to see what kinds of links this Web page offers.

As you look at the Web page, think about the links you see there and the kinds of information those links can lead you to. Draw a chart like the following. Use the chart to record what you think you might find when you click on each link.

Link	What I Might Find
Genre Study	
(Inter)Active Reading Practice	
Selection Web Resources	
Reading on Your Own	
Games and Quizzes	
TIME Improving Your Writing	

word power

Vocabulary Preview

Read the definitions of these vocabulary words from the Web page. Use the guides in parentheses () to help you say each word out loud.

thesaurus (thi sôr'əs) *n.* a dictionary of synonyms (words with the same or nearly the same meaning) and, sometimes, antonyms (words with the opposite meaning)

site map (sīt'map') *n.* usually an outline listing all the main parts of a Web site

genre (zhan'rə) *n.* a type of literature, such as fiction, poetry, or drama

interactive (in'tər akt'iv) *adj.* relating to a two-way communication between the user and the source of information

enhance (en hans') *v.* to improve in importance, quality, or value

Hot Words Journal

As you look at the Web page, circle words that you want to know more about. They might be words you really like or words that you don't understand. Later you may add them to your **Hot Words Journal** at the back of this book.

What You'll Learn

Key Goals As you read, look for notes about these important skills. The notes will help you understand the Web page better.

🔑 **Reading Focus:** Scan

🔑 **Author's Plan:** Web Page Design

🔑 **Reading Coach:** Reading a Web Page

Reading Focus

Scan To find specific information quickly, you can **scan**, or glance

across, your reading material.

As you scan a Web page, look at headings and other text in colored or larger type. Look at the headings across the top of

Mark the text the Web page. Circle the heading that would take you to the site's home page. **A**

Reading Coach

Reading a Web Page

Links are words, phrases, or buttons that you can click on to go to another page. Links are usually in a different color than the color of the main text on the page. Genre Study is a

Mark the text link you could click on.

Draw a box around it. The hand symbol over the link shows that the cursor is over it. A new list has popped up to the right of the link. What genres are on that list? **B**

Web Page

A

Literature Home Dictionary Thesaurus Search Site Map **Glencoe Online**

Literature Course 4

TIME
For resources related to the reading and writing topics in Glencoe Language Arts, visit TIME.com

Genre Study **B**
Interactive activities that test your understanding of literary genres

Poetry
Nonfiction
Drama
Short Story

(Inter)Active Reading Practice
Additional reading selections for practicing and applying active reading strategies

Selection Web Resources
Links to Web sites that offer additional information about selections and authors

Reading on Your Own
Links to enhance your reading of other recommended works

Games and Quizzes
Games and quizzes to test your knowledge of literary elements and selections

TIME Improving Your Writing
Tips and advice from professionals at TIME magazine to help you improve your writing

IMPORTANT NOTE The Internet sites referenced here are not under the control of Glencoe/McGraw-Hill; therefore Glencoe makes no representation concerning the content of these sites, their ongoing availability, or links their hosts and/or sponsors may choose to add or delete. We encourage teachers to preview the sites before students access them.



Reading Check

Review the chart you made that lists what you might find on each link. From your notes, which link do you think you'd find most interesting? Why?



Reading Check

Going Solo

🔑 Scan

Find an Author Scan the Web page to find a link that you think will help you learn more about a certain author. In the space below, tell what link you found and how you know it's the right one.

Buddy Up

🔑 Web Page Design

Rate the Page A good Web page has these features:

- It looks good and is readable.
- It's well organized so that you can find information quickly.
- It's easy to navigate, or move around in.
- It contains useful information.

Now look at the Web page again. (Keep in mind that what you see here is much smaller than what you would see on your monitor's screen.) Is the page well designed? Rate it on a scale of 1 to 3; 1 means great, 2 means okay, 3 means not good. Then explain to a partner why you chose your rating. Write your response on the lines below.

TeamWork

🔑 Reading a Web Page

1. Find a Topic When you read a page in a book, you usually read the whole page. You read from left to right and from the top of the page to the bottom. When you are looking for information on a Web site, you may read in a very different way. Pretend you needed information about folktales for a report. Working with a small group, prepare a detailed description of how you would use the *Glencoe Literature* page shown in this lesson. (You may look at the Web page as you work.) Write your description on the lines here.

2. Navigating The band across the top of the Web page is called the **navigation menu**. It stays the same on every page of the site. Wherever you are on the site, you can click on one of these links to go to a particular place. One of these places is the **home page**, the first major page on the site. The home page is similar to the title page of a book. Where do you think the other four links of the navigation menu lead to? Discuss your ideas with a small group. Then write your answer below.

Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

1. Which link would help if you wanted to test yourself on what you learned about a reading selection?
 - A. Genre Study
 - B. Games and Quizzes
 - C. Reading on Your Own
 - D. (Inter)Active Reading Practice
2. When you scan a Web page, what should you look at?
 - A. all of the words on the page
 - B. headings and words in larger type
 - C. only text in boxes or colored areas
 - D. picture captions and flashing words

Write your answer to open-ended question A in the space provided below.

- A. What is a link, and how can you find one on a Web page?

Multiple-Choice Questions

1. (A) (B) (C) (D) 2. (A) (B) (C) (D)

Open-Ended Question

- A. _____



Vocabulary Check

Write the word from the word list that belongs in the blank in each sentence.

thesaurus *n.*
a dictionary of synonyms and, sometimes, antonyms

site map *n.* usually an outline listing all the parts of a Web site

genre *n.* a type of literature, such as fiction, poetry, or drama

interactive *adj.*
relating to a two-way communication

enhance *v.* to improve in importance, quality, or value

1. Practice can _____ your ability to use a computer.
2. To get an overall view of a Web site, go to the _____.
3. To find another word for *enhance*, you could use a _____.
4. A video game that plays with you is _____.
5. Nonfiction is a _____ of literature.

GET READY TO READ!

MAGAZINE AD

Connect

Opinionnaire *Buying this product will make you a happier person!* That's the idea behind a lot of advertisements, and it's called an **emotional appeal**. Advertisers use emotional appeals to persuade you to buy things, and often they work. Look at these emotional appeals from the magazine advertisement. Record your opinion by putting a check in front of each statement that might help persuade you to buy something.

- ☐ Your neighbors will feel jealous.
- ☐ It will give you a feeling of well-being.
- ☐ It's built better than the others.

In this 1951 magazine advertisement, words and a picture are combined to persuade readers that owning a Packard car will make them feel special.

Did You Know?

Building Background Advertisers use certain tricks to send their messages. Understanding the tricks helps readers make better choices about what they believe and what they buy.

This car advertisement uses a "picture of success." It shows smiling, well-dressed, successful-looking people using the product. The message is that you will also be smiling, well dressed, and successful if you use the product.

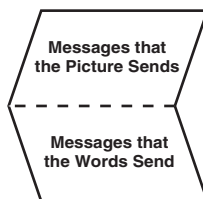
Reason to Read

Setting a Purpose for Reading Read this advertisement, or ad, to find out what messages it sends about owning a Packard.

FOLDABLES™
Graphic Organizer

The Packard ad uses both a picture and words to send its messages. What messages does each part send? Use the following **Foldable** to record what you observe.

1. Place a sheet of paper in front of you with the short side up. Fold the top down to the bottom. Then unfold to show two sections.
2. Label the top half **Messages that the Picture Sends**. Label the bottom half **Messages that the Words Send**.
3. As you look at the ad, record the messages each part of the advertisement sends.



word power

Vocabulary Preview

Read the definitions of these words from the Packard advertisement. Use the guides in parentheses () to help you say each vocabulary word out loud. Then, when you see a vocabulary word in the advertisement, look at the definition below. If the meaning still isn't clear, use the words and ideas around the vocabulary word (the context clues) to help you figure out the meaning. Still stuck? Ask for help.

possession (pə zəsh'ən) *n.* state of having or owning

envy (en'veē) *n.* jealousy; desire to have something that someone else has

exclusiveness (iks klōō'siv nis) *n.* quality of only belonging to a small group

superiority (sə pēr'ē ōr'ə tē) *n.* quality of being better than others

engineering (en'ji nēr'ing) *n.* design; workmanship

Hot Words Journal

As you read, circle words that you want to know more about. They might be words that you really like or words that you don't understand. Later, you may add them to your **Hot Words Journal** at the back of this book.

What You'll Learn

Key Goals As you read, look for notes about these important skills. The notes will help you understand the story better.

🔑 **Reading Focus:** Question

🔑 **Reading Coach:** Identifying Persuasive Words

Reading Coach

Identifying Persuasive Words

Ad writers choose words that appeal to people's feelings. In this ad, the phrase "pride of possession" means that owning this car will make you feel proud. Underline other

Mark the text words that appeal to people's feelings. Below, write why one of the words is persuasive. **A**

Reading Focus

Question

Most ad writers want you to believe their claims. As you read, ask yourself questions about the claims. What exactly do they say? **B**

Model: *Is it true that my neighbors would be jealous if I owned this car?*

On the lines below, write a question of your own about the claims in this ad.



Reading Check

Review your **Foldable**. What overall message about buying a Packard do you get from the picture and the text?



New 1951 Packard Convertible—one of nine all-new models

Pride of Possession is Standard Equipment

How can we put a price tag on your neighbors' look of envy... or on your own feeling of well-being... as you drive your new 1951 Packard home for the first time?

We can't, of course. So—
Pride of Possession is Standard Equipment. **A**

Like the exclusiveness of Packard beauty—and the years-ahead superiority of Packard engineering—you can't buy a new 1951 Packard without it. And you never can match it—no matter how much you may be willing to pay—in any other car!

It's more than a car... it's a

PACKARD

ASK THE MAN WHO OWNS ONE **B**



Reading Check

Going Solo

Identifying Persuasive Words

Opinionnaire Review the Opinionnaire you completed on page 227. Now that you've studied the ad, has your response to these emotional appeals changed or stayed the same? Decide which phrase in the ad is the strongest or most persuasive. Write the phrase here and tell why you think it might work, either on you or on other people.

Buddy Up

Question

Back It Up This ad makes a lot of claims but provides no details, evidence, or examples to back up, or support, those claims. With a partner, choose one statement from the ad and list questions you would ask the advertiser that might help fill in the gaps of information.

Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

- Which of the following statements BEST describes this ad's message?
 - Anyone can afford to buy a Packard.
 - Packards drive faster than other cars.
 - Owning a Packard will make you feel special.
 - All of your neighbors have Packards so you should have one too.
- Which phrase appears more than once in the ad?
 - Pride of possession is standard equipment.
 - It's more than a car . . . it's a Packard.
 - Ask the man who owns one.
 - You never can match it.

Write your answer to open-ended question A in the space provided below.

- A. What does the picture seem to say about owning a Packard car? Give at least two details about the picture that support your answer.

Multiple-Choice Questions

1. (A) (B) (C) (D) 2. (A) (B) (C) (D)

Open-Ended Question

A. _____

Reading Textbooks

What do these four students, of very different ages, have in common at the moment?

- ✓ A kindergarten student looks at a workbook. She uses a crayon to draw a line from a mother duck to her ducklings.
- ✓ A sixth grade student reads a poem about soccer.
- ✓ A college student studies a mathematical theory.

- ✓ A medical student uses a chart to memorize the names of all the bones in the body.

They are all using textbooks to learn and study material that they need to know. **Textbooks** are full-length books organized to teach a subject. Textbooks pack all the information you need to know about a subject into a book that's just right for you.

Mark the text

Take out one of the textbooks that you are using this year. Write its subject on the line below. Then look at this list of features you would find in some textbooks. Check the ones that you can find in your own textbook.

Subject of textbook: _____

- | | | |
|---|--|--|
| ☐ headings and subheadings | ☐ charts and diagrams | ☐ chapter tests |
| ☐ preview items | ☐ illustrations | ☐ summaries |
| ☐ key items | ☐ questions | ☐ index |
| ☐ definitions | | |

Why Read Textbooks?

People use textbooks to learn about things they need to know. Textbooks help you pass courses in school. Later, they might give you knowledge that you need so you can get a better job. It would be great if you could just take a field trip every time your class needed to learn about a new topic. Imagine setting off on an adventure each time you wanted to learn something new. It

sounds like fun, but it isn't too practical. Field trips take time and money. Besides, they are limited to places near your school.

In school, you use textbooks. You can find information on a particular subject for your grade level in the pages of a textbook. They are always available, and learning takes place with the turn of a page.

What's the Plan?

Textbooks are designed to help you learn and remember what you need to know about a subject. Writers of textbooks choose the **text structure**, or organizational pattern, that is most helpful for the subject matter.

- For a **history text**, the structure would probably be **chronological**, starting with the earliest times and continuing up to the present time.
- For a **geography text**, units might be arranged by **description** of geographical areas, presenting one continent at a time and then focusing on the climates, land forms, and cultures within each continent.

- For a **mathematics text**, the structure might progress from simple, familiar ideas to newer and more complex ones, offering mathematical **problems and solutions**.

An easy way to figure out the text structure of a textbook is to scan the table of contents and look at the main headings.

For more about text structures, see page 328 in the **Reading Handbook**.

What Do I Look For?

Most textbooks have some common elements. Check out this page from *Glencoe Mathematics* to see some of them.

Chapter numbers and **section titles** let you know the topic of the lesson and explain where you are in the textbook.

Goals and **objectives** point out what you will learn and why it is important for you.

Teaching text covers everything you need to know for the lesson.

Bold-faced and **large type** words draw your attention to certain key terms or other important material.

Graphics help you to picture what the text teaches. Graphics include graphs, diagrams, lists, charts, maps, and illustrations.

Mark the text

Find It! Circle one graphic on this page.

How Do I Read It?

These **reading strategies** will be especially useful when you read textbooks.

Preview: See what's coming up by looking at the lesson title, goals, and subheadings. Glance at the graphics. If the first page includes a purpose, keep it in mind while you read.

Clarify: Dive into the lesson, but stop when something doesn't make sense. Look up unfamiliar terms and ask questions.

Monitor comprehension: The authors of textbooks try to present the information as clearly as possible. Make sure you understand what you have read by trying to name the main ideas. If you can't, go back and reread.

Review: Use the questions at the end of the lesson to see if you understand the main ideas of the text.

For more information on **reading strategies**, see pages 322–328 of the **Reading Handbook**.

DO IT!

Read the textbook selections that follow. Be sure to

- use the **text structure** and **features** in the text to understand and remember the material
- use **reading strategies** to help you get the most from your reading

2-8

Misleading Statistics

What you'll learn

You'll learn to recognize when statistics and graphs are misleading.

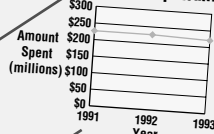
When am I ever going to use this?

Knowing how to recognize misleading statistics will help you make informed decisions.

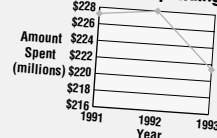
During political campaigns, politicians often use statistics to make a point. In a recent election, opposing candidates presented the two graphs shown below.

- Do both graphs show the same information?
- Which graph suggests a drastic cut in government spending? Which graph suggests fairly steady spending?

Graph 1
"Governor Doolittle Continues Spending"



Graph 2
"Governor Doolittle Has Cut Spending"



Both graphs represent the same data. By using a different scale, each candidate was able to take the same information and tell a very different story.

Graph 2 is a result of an expanded vertical scale. For this reason, Graph 2 is visually misleading when compared to the complete scale in Graph 1. This should be indicated using a small "break" in the vertical axis as shown at the right. This shows that the axis is not to scale between \$0 and \$220.



GET READY TO READ!

SCIENCE TEXTBOOK LESSON

Connect

Knowledge Rating What do you know about climate? Rate your knowledge! Mark a check in the column that tells how much you know about each term. Then share your knowledge with the class.

Term	I Know It Well	I Think I Know It	I Have Heard/ Seen It	I Don't Have a Clue
Tropics				
polar zone				
temperate zone				

This science textbook lesson answers the question "What is climate?"

Did You Know?

Building Background Why is the climate so different from place to place? The amount of **solar radiation**, or energy from the sun, that a place receives is one reason. One thing that affects the amount of solar radiation is the *latitude* of a place. **Latitude** is a measure of the distance north or south of the **equator**, a line around Earth halfway between the North and South poles.

Reason to Read

Setting a Purpose for Reading Read to learn what climate is and how latitude and other factors affect climate.

FOLDABLES™
Graphic Organizer

As you read, use the following **Foldable** to record notes about climate.

- Stack four sheets of paper.
- On the top sheet, draw a large circle. Cut out the circle through all four sheets.
- Staple the circles together at the edge. On the top page, write **What Is Climate?**
- On the second page, write **Climate**. On the third page, write **Latitude Affects Climate**. On the fourth page, write **Other Factors**.
- As you read, record facts about climate on each page under the correct heading.



word power

Vocabulary Preview

Read the definitions of these vocabulary words from the textbook lesson. Use the guides in parentheses () to help you say each word out loud. Look back at these definitions when you see these words in the lesson.

precipitation (pri sip 'ə tā 'shən) *n.* any form of water that falls to Earth, such as rain, snow, and hail; p. 233

equator (i kwā 'tər) *n.* an imaginary line that runs around Earth halfway between the North and South poles; p. 233

latitude (lat 'ə tōōd ') *n.* distance north or south of the equator, measured in degrees and shown on maps and globes by lines; p. 233

Hot Words Journal

As you read, circle words that you find interesting or that you don't understand. Later, you may add them to your **Hot Words Journal** at the back of this book.

What You'll Learn

Key Goals As you read, look for notes about these important skills. The notes will help you understand the science textbook lesson better.

- Reading Focus:** Skim
- Think It Over:** Main Idea
- Author's Plan:** Text Features
- Reading Coach:** Understanding Graphics

14.1 What is climate?

What You'll Learn **A**

- What determines the climate of an area
- How latitude and natural features affect the climate of a region

Vocabulary

climate tropics polar zone temperate zone

Why It's Important

- Many factors affect the climate you live in.

B Climate

If you ever have a chance to travel around the world or around the United States, you'll experience a variety of climates. **Climate** is the pattern of weather that occurs in an area over many years. If you ever visit a rain forest, you'll find the climate there wetter than in a desert. The wettest rain forest averages 1168 cm of precipitation annually. A desert receives less than 25 cm of rain per year. Some places closer to the equator are much warmer than places near the poles. Temperatures on Earth range from -89.2°C to 57.8°C .

Climate is determined by averaging the weather of a region ¹⁰ over a long period of time, such as 30 years. Scientists average temperature, precipitation, air pressure, humidity,¹ and days of sunshine to determine an area's climate. Other factors that affect the climate of a region include latitude, landforms,² location of lakes and oceans, availability of moisture, global wind patterns, ocean currents, and location of air masses.

1. *Humidity* (hū mid'ə tē) is moistness or dampness in the air.

2. A *landform* is a natural feature of the solid part of Earth, such as a mountain.



Author's Plan

Text Features A textbook lesson often begins with a **focus box** like this one. Look at the heading "What You'll Learn." Highlight or underline the two important ideas under that heading. Think about those two ideas as you read the lesson. **A**

Mark the text

Reading Focus

Skim When you **skim** a selection, you look it over to get an idea of what it's about. You look at the title, the headings, the pictures, and the captions. Skim "What is climate?" to get an idea of what it's about. **B**

Model: I see that the title is "What is climate?" Then I see the headings "Climate," "Latitude Affects Climate," and "Other Factors." These other factors seem to be "Large Bodies of Water," "Mountains," and "Large Cities." And I see maps and diagrams that show these ideas.

Hot Words

Mark the text

As you read, circle words that you want to know more about. They might be words you really like or words that you don't understand. Later, you may add them to your **Hot Words Journal** at the back of this book.

Reading Coach

Understanding

Graphics A **graphic** may be a picture, a diagram, a photo, a map, or a chart. To understand a graphic, look at it closely. Read the labels or text. Then read the **caption**. The caption is usually below the graphic and helps to explain it. Study Figure 14-1. Then mark a check next to each correct statement below. **C**

- ☐ The Tropics receive the most direct solar energy.
- ☐ Earth has only one polar zone and one temperate zone.
- ☐ The equator lies between the tropic of Cancer and the tropic of Capricorn.

Think It Over

Main Idea Reread the text under the heading "Latitude Affects Climate." That heading gives you a strong hint about the main idea of the paragraphs that

follow. Highlight or underline at least two details to support the main idea that latitude affects climate. **D**

Latitude Affects Climate

As you can see in **Figure 14-1**, latitudes close to the equator receive the most solar radiation. Latitude also affects climate.

- 20 **Figure 14-2** (on page 235) shows a comparison of cities at different latitudes. The **Tropics**, the region between latitudes 23.5° N and 23.5° S, receive the most solar radiation because the

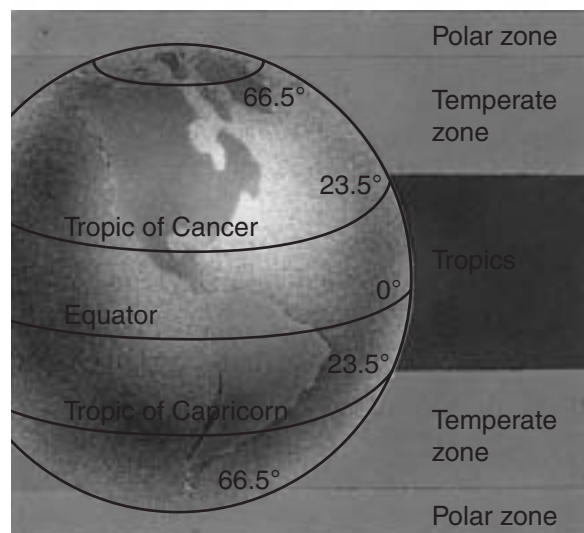


Figure 14-1 The Tropics are warmer because they receive the most direct solar energy. **C**

sun shines almost directly overhead. Year-round temperatures in the tropics are always hot, except at high elevations.³ The **polar zones** extend from 66.5° north and south latitudes to the poles. Solar energy hits the polar

zones at a low angle, spreading energy over a large area. Also, polar ice reflects some of this solar radiation back out to space. During winter, polar regions are tilted away from the sun and receive no solar radiation at all. Therefore, polar regions are never warm. Some are covered with ice year-round.

Between the tropics and the polar zones are the **temperate zones**. Temperatures in these zones are moderate. The United States, except for Alaska and Hawaii, is in a temperate zone. **D**

Other Factors

There's more to climate than the general divisions of polar, temperate, and tropical. Within each zone, natural features, such as mountains and large bodies of water, affect climate. Large cities also change weather patterns, which can influence the local climate.

3. *Elevation* (el'ə vā'shən) is the height of something, such as a hill.

VISUALIZING Climate

E

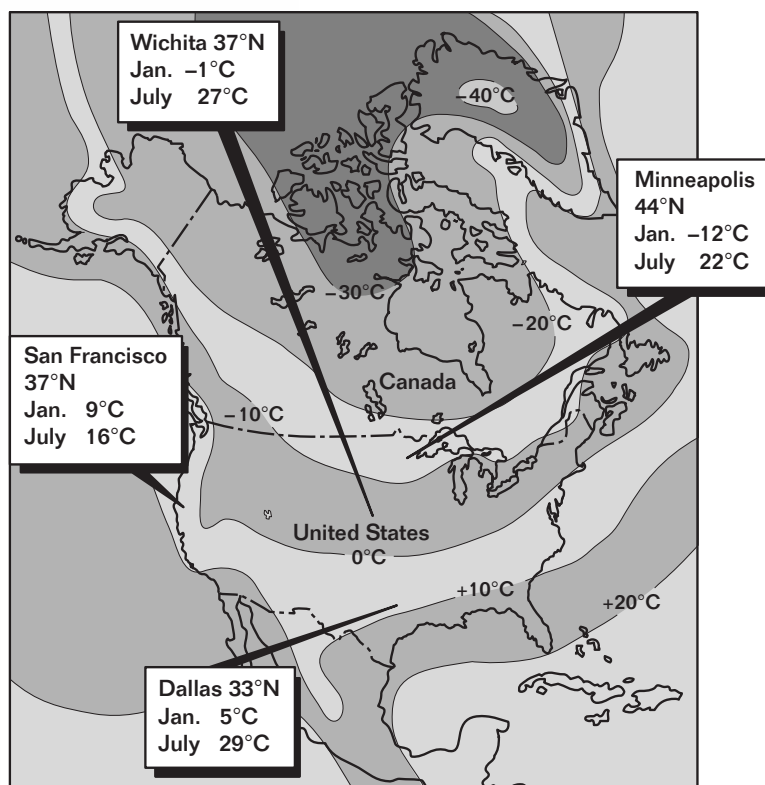


Figure 14-2 This map shows daily minimum temperatures (°C) in January and July throughout the United States.

- Minneapolis, Minnesota, at 44°N, receives less solar radiation than Dallas, Texas, at 33°N. **Compare the temperature range of Dallas to that of Minneapolis.**
- San Francisco's climate is affected by the nearby ocean. **Compare these temperatures to those of Wichita, Kansas, on the same 37°N latitude line.**

Large Bodies of Water F

If you live near an ocean, you may have noticed that water heats up and cools down more slowly than land. Large bodies of water affect the climate of coastal areas. Many coastal regions are warmer in the winter and cooler in the summer than inland areas of similar latitude. Look at **Figure 14-2** again. You can see the effect of an ocean by comparing the temperatures in a coastal city and a continental city, both at 37°N latitude.

Reading Coach

Understanding

Graphics Look at the map here, especially at the labels. Then answer the questions on the lines below. They'll help you understand the map. **E**

1. What four cities are labeled on the map?

2. The boxes on the map tell the latitude of each city. Which two cities on the map are at the same latitude?



Author's Plan

Text Features

Writers use **headings**, or titles in large dark type, to organize information. Look back at the heading "Other Factors" on page 234. Draw a box around it. It is larger than the heading "Large Bodies of Water." The larger heading is a main topic or idea. The smaller heading is a subtopic. Now look ahead. What are the next two smaller headings, or subtopics, under "Other Factors"? Write them here. **F**



Reading Check

Step 1 Look at the notes you wrote in your **Foldable**. Do you understand the lesson so far? Choose one or more of these strategies to help you understand what you read.

- Reread difficult passages or read them aloud.
- Reread definitions of vocabulary words.
- Ask a classmate or a teacher, parent, or other adult for help.

Step 2 Define *climate* in your own words.

Ocean currents also affect coastal climate. Warm currents begin near the equator and flow toward the higher latitudes, warming the regions they pass by. When the currents cool off and flow back toward the equator, they cool the air and climates of land nearby. Some warm currents move along our Atlantic coast.

Winds blowing from the sea contain more moisture than those blowing from the land. Thus, coasts tend to have a wetter climate than places inland.



Reading Check

Mountains

At the same latitude, the climate is colder in the mountains than at sea level. When radiation absorbed by Earth's surface is reflected upward, there are fewer molecules in the air to absorb this heat at higher elevations.

Mountains also affect the climate of nearby areas, as shown in **Figure 14-3**. On the side of the mountain facing the wind—the windward side—air rises, cools, and drops its moisture as precipitation. On the other side of the mountain—the leeward side—the air descends, heats up, and dries out the land, often forming deserts. Deserts are common on the leeward sides of mountains.

Large Cities

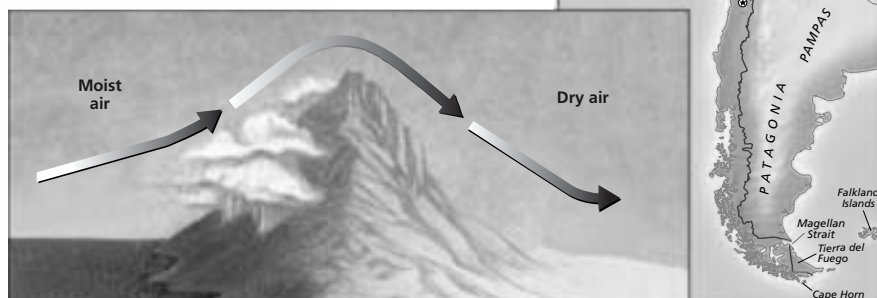
Large cities affect local climates. Solar radiation that strikes cities is absorbed by streets, parking lots, and buildings.

These paved surfaces and structures heat up and radiate energy into the atmosphere. Automobile exhaust and other pollutants in the air trap this heat energy, creating what some people call a heat island effect. Summer temperatures in a city can be ten degrees higher than in surrounding rural areas.

In addition to raising temperatures, cities affect the climate in other ways. Skyscrapers act as small mountains and change local wind and precipitation patterns. A study of St. Louis, Missouri, found that 25 percent more rainfall, 45 percent more thunderstorms, and 31 percent more hailstorms occurred over the city than over the surrounding rural areas.

G

Figure 14-3 Climate differs on either side of a mountain range. This map shows the leeward and windward sides of the Andes, a mountain system between Chile and Argentina.



Reading Coach

Understanding

Graphics Study Figure 14-3. In the diagram, look at the mountain, the arrows, the rain clouds, and the labels. Then number the steps below in the order they happen. **G**

- _____ The air drops its moisture.
- _____ Moist air rises up the mountain.
- _____ The dry air goes down the other side of the mountain and dries out the land.



Author's Plan

Text Features Look at the section labeled Section Assessment. Questions 1–3 ask about important ideas from the lesson. Questions 4 and 5 challenge readers to use what they have learned to come up with new ideas. Write the answer to either question 1, 2, or 3 here. **H**

Section Assessment

H

1. What factors help determine the climate of a region?
2. How do mountains affect climate?
3. Explain how two cities located at the same latitude can have different climates.
4. **Think Critically:** Explain why types of plants and animals found on different sides of the same mountain range might differ.
5.  **Skill Builder**
Comparing and Contrasting Compare and contrast tropical, temperate, and polar climates.

Reading Focus

Skim Skim the text in the box titled Problem Solving.

What is this section about? Why do you think it's called Problem Solving? Write your ideas here. **1**



Reading Check

Review your **Foldable** and think about what you have read in this textbook lesson. On the lines below, list four major things that can affect climate.

Problem Solving

1

The Lake Effect

Depending on their temperature, ocean currents either warm or cool nearby coastal regions. Ocean breezes, filled with moisture, give coastal regions wetter climates than areas farther inland. If oceans modify the climate of nearby coastal areas, do you think large lakes do this, as well? The following data were collected from four different Ohio cities near Lake Erie. Examine the data and answer the questions.

Climate Data

Location	A	B	C	D
Distance from the lake in kilometers ☐	0 ☐	1.6 ☐	48.3 ☐	80.5 ☐
Average monthly range of temperature in °C ☐	7.6 ☐	8.8 ☐	10.8 ☐	11.9 ☐
Frost-free days ☐	205 ☐	194 ☐	162 ☐	154 ☐
Annual precipitation in centimeters	73.6	81.4	94.0	97.5

Think Critically

1. How is the distance from Lake Erie related to frost-free days?
2. What is the relationship between distance from the lake and annual precipitation?
3. Is the climate of a city near Lake Erie affected by the lake? Explain.
4. Some fruit, such as grapes, need long growing seasons. Which of the four locations would be best for growing grapes?



Reading Check

Going Solo

Understanding Graphics

You Draw It! This textbook lesson has several graphics. Find one more fact or idea that you could create a graphic for. On the lines below, tell what your graphic would show and explain why it would help readers.

Buddy Up

Text Features

1. Helpful or Not? With your partner, discuss one of the text features of this lesson, such as the headings, the focus box, the graphics, or the Section Assessment. Decide whether that feature was helpful or not. Explain why. Write your answer on the lines below.

2. Testing! Testing! With your partner, reread the Section Assessment questions on page 237. Think of one more question readers could answer. Write your question and its answer on the lines.

TeamWork

Main Idea

1. What Do You Know? With your group, look at the Knowledge Rating charts you did at the beginning of this lesson. Remember, you rated your knowledge of three terms—*Tropics*, *polar zone*, and *temperate zone*. Discuss what important ideas you learned about those terms from reading the lesson. Write your conclusions about one of the terms on the lines below.

2. Outline the Lesson One way to review the main ideas of a textbook lesson is to use the lesson's headings to create an outline that shows those main ideas. Use the headings from "What is climate?" to write your outline on the lines.

First Main Heading _____

Second Main Heading _____

Third Main Heading _____

Subheading _____

Subheading _____

Subheading _____

Now, with your group, think of a sentence that summarizes the information under each heading in your outline. Write your sentence for one of the headings on the lines.

Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

1. Which part of Earth gets the most solar radiation?
 - A. the polar zones
 - B. the temperate zones
 - C. latitudes near the equator
 - D. latitudes just below the polar zones
2. What happens to air on the windward side of a mountain—the side facing the wind?
 - A. It rises, cools, and drops its moisture.
 - B. It rises and dries out the entire mountain.
 - C. It traps heat and creates a heat island effect.
 - D. It descends, heats up, and dries out the land.

Write your answer to open-ended question A in the space provided below.

- A. How do you know if an ocean current will make the land it passes warmer or cooler? Support your answer with details from the lesson.

Multiple-Choice Questions

1. Ⓐ Ⓑ Ⓒ Ⓓ 2. Ⓐ Ⓑ Ⓒ Ⓓ

Open-Ended Question

- A. _____

word power

Vocabulary Check

Write the word from the word list that belongs in the blank in each sentence.

precipitation *n.* any form of water that falls to Earth, such as rain, snow, and hail

equator *n.* an imaginary line that runs around Earth halfway between the North and South poles

latitude *n.* the distance north or south of the equator, measured in degrees and shown on maps and globes by lines

1. The fields are dry because there has been little _____ this month.
2. The climate is especially warm near the _____.
3. The tropic of Cancer is at 23.5° north _____.

GET READY TO READ!

HISTORY TEXTBOOK LESSON

Connect

List Ideas Ten thousand years from now, scientists might study *us* and how we live. What parts of our lives will they want to learn about? As a class, list your ideas on the board. When the class finishes the list, write the idea you like best on the line below.

This textbook lesson tells what scientists have learned about humans who lived thousands—and even millions—of years ago.

Did You Know?

Building Background Scientists who study cultures of the past are called **archaeologists** (är'kē ol'ə jists). They use objects from the past to learn about people's lives. For example:

- A bone might tell what kinds of animals some people ate. A carved bone might show what tools they made.
- A painting on a cave wall might tell what animals lived nearby or how those animals were hunted.

Reason to Read

Setting a Purpose for Reading Read to find out how early people lived in the time known as the Paleolithic Age.



Use the **Foldable** below to track important ideas in this lesson.

1. Place a sheet of paper in front of you so the short side is at the top. Fold the top of the paper down to the bottom. Then fold the top down to the bottom two more times.
2. Unfold the paper, and you'll have eight sections.
3. At the left of the top section, write the name of the textbook lesson, **THE PALEOLITHIC AGE**. Next to that, jot down at least one thing you learn from reading the paragraphs just below the title.
4. As you read the lesson, record each smaller heading when you come to it. The first one will be **Obtaining Food**. Write each heading in a new section of the **Foldable**.
5. Next to each heading on the **Foldable**, write at least one thing you learn in that part of the lesson.
6. When you fill up all eight sections, turn the paper over and continue on the other side.

word power

Word Origins

Many scientific words have Greek and Latin origins. Use the guides in parentheses () to help you say each word out loud. Look back at these definitions when you see these words in the textbook lesson.

Paleolithic (pa'lē ə lith'ik) **Age** The word *Paleolithic* comes from two Greek words that mean "ancient" and "stone." The Paleolithic Age is also called the Old Stone Age.

Archaeology (är'kē ol'ə jē) comes from two Greek words that mean "old" and "the study of." **Archaeology** is "the study of old things," or of the remains of past human life.

Artifact (är'tə fakt') is made of two Latin words. The first word means "skill." The second one means "to make" or "to do." An **artifact** is something made by a person with a certain skill.

Hot Words Journal

As you read, circle words that you find interesting or that you don't understand. Later you may add them to your **Hot Words Journal** at the back of this book.

What You'll Learn

Key Goals As you read, look for notes about these important skills. They'll help you understand the textbook lesson better.

- 🔑 **Reading Focus:** Review
- 🔑 **Think It Over:** Main Idea
- 🔑 **Author's Plan:** Text Features
- 🔑 **Reading Coach:** Reading Dense Text



Author's Plan

Text Features The Chapter Focus box previews all of Chapter 2. (You'll only read one section of Chapter 2 here.) Read the Chapter Focus. Then, in your own words, tell one thing that you could learn from reading Chapter 2. **A**

Reading Focus

Review The paragraph "Why It's Important" gives some background about the lesson. You should read it carefully and then review to remember the important points. **B**

Model: I see two boldfaced words in this paragraph. I should probably pay special attention to them. **Prehistory** is the time before writing was invented. **Civilization** seems to be about progress and living in cities. I'll remember these terms when I see them later in the lesson.

CHAPTER 2 Prehistoric People

8000 B.C.–3000 B.C.

Chapter Focus **A**

Read to Discover

- How tools, language, clothing, and the discovery of fire helped early people advance.
- What Neanderthals and Cro-Magnons were like.
- How people changed from food gatherers to food producers.
- Why specialization, government, and religion were important in Neolithic societies.



Terms to Learn

prehistory
civilization
migrate
specialization



People to Know

Lucy
Neanderthals
Cro-Magnons



Places to Locate

Olduvai Gorge
Jericho
Catal Hüyük

Why It's Important Most archaeologists believe people have lived on the earth for millions of years. The period of time before the invention of writing is called **prehistory**. It lasted until about five thousand years ago, when people learned how to write. Through the use of artifacts, archaeologists have traced the milestones that paved the way from prehistory to the rise of **civilization**—a time when people progressed culturally and began to live in cities. **B**

SECTION 1 THE PALEOLITHIC AGE

Although there were no written records during prehistory, scientists have learned a great deal about prehistoric people. They have learned how early human beings lived and what important discoveries they made. Scientists also think they know why people moved out of Africa to other parts of the world.

Many scientists believe that until about 900,000 years ago people lived only on the grasslands of eastern and southern Africa. Then the earth's climate changed—it became colder. Ocean water froze into huge glaciers that spread out from the North and South poles. As the ice sheets grew, the sea level fell and uncovered land that had been under water. Land bridges then connected Africa to both southern Europe and southwestern Asia. **D**

10

People were able to **migrate**, or make their way, around the desert of northern Africa and across the land bridges. Between about 900,000 and 700,000 years ago, people made their way into Europe and Asia. Much later, between about 40,000 and 15,000 years ago, they also migrated to the Americas.

Scientists call the first age in which people lived the Paleolithic (pā lē uh lith'ik) Age, or Old Stone Age. It lasted from about 2.3 million years, until 10,000 years ago. During this period, people obtained their food by hunting and gathering.

20

Obtaining Food Paleolithic people lived in small **bands**, or groups, of about 30 members. When the food supply was good, the bands grew to about 40 or 50 members. Most of the group members lived to be no more than 20 or 25 years old. More than half of the children died from illnesses or were killed by animals before their first birthdays. **E**

30

The people within a group lived and worked together and shared their food. They fed and cared for people who became injured or sick.



Author's Plan

 **Text Features** Textbook writers use different sizes of headings to show which ideas are main ideas (larger headings) and which ones support those main ideas (smaller headings). The boxed heading is a **main heading**. Why do you think a main heading would be in large dark type? Write your answer here. **C**



 **Main Idea** Mark a check in front of the sentence that gives the main idea of the boxed paragraph. **D**

- ☐ Early people lived in the grasslands.
- ☐ A climate change caused land bridges to form, connecting Africa to Europe and Asia.



Author's Plan

 **Text Features** Look at the **boldfaced** vocabulary words on this page. What does it mean when a **band** of people **migrates** to a new land? **E**

Hot Words

Mark the text

Choose your own words

As you keep reading, circle any words you really want to remember or ones that you don't understand. You'll come back to these words later.

Reading Coach

Reading Dense Text

The boxed paragraphs are **dense text**—they contain unfamiliar words and lots of details. Reread these paragraphs slowly and carefully. Look for the big idea and the most important facts. In your own words, write the main idea of this section, "Making Tools." **F**

Each band searched for food within an area known as its **home territory**. This usually covered about two square miles, or five square kilometers, for every band member. There were campsites at various places throughout the home territory. The band stayed at a campsite until the available food supply was used up and then moved.

- 40 Women and children gathered berries, nuts, fruit, and eggs out of bird and turtle nests. They poked sticks into bee nests to get honey and into the ground to dig roots.

Men of the group obtained meat. They caught fish using their bare hands and hunted small animals with sticks and stones. Occasionally, they were able to kill a large animal that was too young, too old, or too badly hurt to run away. A good kill meant that the group would have

- 50 enough meat to last for several days.

Then... & Now

Oldest Tools In 1995, archaeologists working in Ethiopia found stone spear points more than 2.6 million years old, making them the earliest tools found on earth.

Making Tools Life for hunters and gatherers became easier when they learned to make tools. At first the only tools people had were sticks and stones they found on the ground. Soon they learned to shape stones to make them more useful.

- The earliest shaped stones are known as *Olduvian pebble tools*, named after the Olduvai Gorge in eastern Africa where they were first discovered. Pebble tools were made from pebbles or stones about the size of a fist. The toolmaker hit one pebble with another removing chips and creating a
- 60 jagged cutting edge. This edge was sharp enough to cut the meat off of small animals' bones, split animal bones, and chop up plants.

Later people learned to knock long, sharp-edged chips called flakes from stones and use them as tools. Using flakes for knives they could butcher, or cut up, animals as big as elephants quickly and efficiently. People also used flakes to scrape one end of a wooden branch into a sharp point for a digging stick or a meat skewer. **F**



EARLY TOOLS For more than 2 million years, prehistoric people lived by hunting animals and gathering plants. They used tools made of wood and stone. The wooden tools have decayed. Archaeologists, however, have found many stone tools. **For what purposes did prehistoric people use stone tools?** **G**

Making Fire People also learned to make fire during the Paleolithic Age. The first fires they knew about were made by nature, such as those started by lightning. Eventually, people discovered how to make fire themselves. They created a spark by rubbing two sticks or stones together, or rapidly turning a stick in a hole in a dry log. 70

People used fire to keep themselves warm and dry. They also used it as a weapon, throwing burning sticks of wood at animals to drive them away. Sometimes they used fire to drive big animals into mudholes. The heavy animals would sink in the mud and people could then kill them.

People also used fire to clear out brush and undergrowth. 80 Finally, people used fire to cook food. Cooked food was much easier to chew and digest than raw food. As a result, people spent less time eating and more time doing other things. **H**



Author's Plan

Text Features Good readers pay special attention to photos and captions in textbooks. Look at the picture and the heading for the caption. What does this photo show? **G**



Mark the text Circle words in this caption that tell what early people used these objects for.

Keep This in Mind

Use these symbols to record your reactions as you read.

? I have a question about something here.

! This really caught my attention.

★ This is important.



Reading Focus **Review** Look again at the three paragraphs under the heading **Making**

Fire. Highlight or underline important information in the paragraphs. What should you remember about this section? Write your answer on the lines below. **H**



Don't forget about your **Foldable**. As you read, remember to record each heading on a different section of your **Foldable**. Be sure to include one important thing you learned for each heading. **1**



Key Main Idea Underline the third sentence in the boxed paragraph. That sentence states the main idea of the paragraph. Why did clothing make a big difference? Use details from the paragraph to write your answer here. **1**



PREHISTORIC PEOPLE There were two types of early *Homo sapiens*, Neanderthals and Cro-Magnons. From the remains of these two peoples, scientists have tried to reconstruct how they might have looked. These models show the facial features of the Neanderthal (left) and a Cro-Magnon (right). In what areas of the world did the first people most likely live?

1 Seeking Shelter Early people usually camped out in the open. They protected themselves from the wind by digging pits in the ground or by crouching in dry river beds. They also took shelter under an overhanging rock or piled up brush.

At first, early people used caves only for such emergencies as escaping from a sudden storm or a large animal. By about 90 100,000 years ago, however, people in China, western Europe, and southwestern Asia were living in caves most of the time.

Making Clothing After hunters began killing large animals, they found that the animal skins could be used for protection and warmth. They scraped the skins clean and then laid them out in the sun to dry. Later, people discovered that pounding fat into the skin while it was drying would make it softer.

At first people wrapped the skins around themselves. Later, they learned how to fasten the skins together. Clothing made a big difference in where people lived. Before they had 100 clothing, most people stayed in areas that were warm and dry. Once they had clothing to protect them from the weather, they were able to move into areas that were cooler and wetter. **1**

Developing Language In addition to learning to make tools, fire, and clothing, early people developed language. Before they learned to talk, early people simply made sounds, or pointed to objects, to express meaning. Hand signals were probably used for common things such as water, food, animals, and weapons. Gradually because of new social needs, sounds and hand signals were no longer enough. The development of language was a great human achievement. It made it possible for people to work together, share ideas, and pass on their beliefs and stories. The younger generations could learn more easily from the older generation and greater progress was made in all areas of civilization. **K**

Then... & Now

Languages There may be 2,000 to 10,000 languages in the world today. Dialects, or variations within a language, range from about 20,000 to more than 50,000. The largest native language in the world is Chinese, but among the many dialects are Mandarin, Cantonese, Wu, Min, Xiang, Kan, and Hakka.

Reading Coach

Reading Dense Text

Reread the boxed paragraph slowly. Use a slash (/) to mark each place where you paused or where one idea stops and another begins. Then answer this question on the lines below. What did language allow people to do? **K**

110



Reading Check

The Neanderthals The first people on Earth are known as *Homo habilis* (hō mō huh bil' uhs), or "skillful man." Next came *Homo erectus* (hō' mō ē rekt' uhs), or "man who walks upright." Then, between about 300,000 and 200,000 years ago, came *Homo sapiens* (hō' mō sāp' ē uhnz), or "man who thinks."

There are two kinds of *Homo sapiens*. The first is the Neanderthal (nē an' der tahl), named after the Neander River in Germany where their remains were first discovered in 1856. Since then, other Neanderthal remains have been found throughout Europe and in parts of Asia and Africa. Scientists estimate that about 1 million Neanderthals were living at any one time.

Neanderthal people were good hunters. They used traps to catch birds and small animals. They used *pitfalls* to catch

120



Reading Check

Step 1 Have you understood what you've read so far? Do you have any questions that still need answering? If so, use one or more of these strategies to help answer your questions.

- Reread confusing passages slowly or read them aloud.
- Look for definitions or explanations somewhere else on the page.
- Ask a classmate or a teacher for help.

Step 2 Write one interesting detail or fact from the history textbook lesson.

130

READ ALOUD

Build Fluency Find a quiet place and practice reading aloud the boxed passage. Let your voice rise and fall according to the meaning of the words. Reread the passage several times. Try to make your reading flow and sound natural. **L**



Author's Plan

Text Features Notice this special feature about the Aborigines of Australia. A **special feature** allows the author to present a particular or unusual piece of information. What other special features has the writer presented so far in this lesson? List them here. **M**

Your Notes

large animals like the rhinoceros and the elephant. A pitfall was a large hole that was covered with branches, leaves, and earth. As an animal ran across this hole, it crashed through the covering and fell into the pit. The hunters would then kill the animal with spears.

Neanderthals were also builders. In northern areas, for example, they made houses by covering a framework of mammoth bones with animal skins. More bones piled on the bottoms of the skins prevented them from being blown away. As many as 30 people lived in such a house during the cold months of the year. They improved cave dwelling by digging drainage ditches in caves and designing rock protection for entrances. **L**

According to experts, Neanderthals were also the first people to bury their dead. Archaeologists have found graves of people from this time in which they discovered the remains of flowers, tools, and food. **M**

Linking Across Time

The Aborigines Archaeologists have found spearheads and cave paintings showing that hunters traveled to Australia more than 40,000 years ago. Their descendants call themselves the Aborigines (ab uh rij'uh nēz) and live much as their ancestors did (far right). Why does the study of traditional cultures provide valuable information about the past? **M**



The Cro-Magnons The second kind of *Homo sapiens* is the Cro-Magnon (krō mag' nahn), named after a rock shelter in France where their remains were first discovered in 1868. **N**

Cro-Magnons appeared in North Africa, Asia, and Europe about 100,000 years ago. Archaeologists consider them the first modern human beings.

Cro-Magnons were very skillful toolmakers. They invented the *burin*, which resembles a chisel. By using the burin, people could make other tools and objects from antler, bone, ivory, and shell, as well as stone and wood.

Using new tools made Cro-Magnons better hunters thus increasing their food supply. Points of antler or bone fastened to the end of wooden sticks could penetrate the hides of larger animals. People fashioned antler and bone into *spear throwers*, or devices that made spears fly through the air faster and farther. This allowed hunters to stay a greater distance from animals making hunting less dangerous.

Another important tool that Cro-Magnons invented was the axe, which they used to cut down trees and hollow out the logs to make canoes. In southeastern Asia, they cut down stalks of bamboo and tied them together with vines to make rafts. Winds or ocean currents then carried the rafts to other lands. It is likely that this is how people reached Australia about 40,000 years ago. **O**

Cro-Magnons also fashioned bone, ivory, and shell into body ornaments, such as necklaces and rings. They decorated their clothing with bone or ivory beads. They played music on flutes carved from long, hollow bones.

Fun Facts . . .

First Razors Cro-Magnons may have invented the first razors. Some Cro-Magnon cave paintings portray beardless men, and Cro-Magnon graves contain sharpened shells—the first razors. Later peoples hammered razors out of bronze or iron.

160

Reading Focus

Monitor Comprehension

This sentence says the Cro-Magnon were the *second* kind of *Homo sapiens*. What was the other kind of *Homo sapiens*? **N**



Infer The writer mentions tools several times in the lesson. Why were tools so important to early people? **O**

170

Your Notes

Fun Facts . . .

The Flute The first musical instrument invented by early humans was the flute. Carved bone flutes date back more than 30,000 years.

180



Draw Conclusions What do you think an archaeologist could learn from a cave painting? **P**



Author's Plan

Text Features Most textbook lessons end with questions or activities. These help you assess, or check, how well you've understood the material. Choose one of the assessment questions on this page. On the lines below, write the question number and the page or pages where you could find the answer. **Q**

Cro-Magnons were artists as well as toolmakers. They carved statues out of ivory and bone or molded them out of clay. They covered the walls of some caves in western Europe, Africa, and South America with pictures painted brightly with paints made from minerals. The pictures show mostly animals, such as horses, bulls, and deer, but also show outlines and patterns of lines, dots, and curves. **P**

Many anthropologists think cave paintings may have had religious significance. Cro-Magnons believed that animals had spirits. They thought that painting an animal's picture gave people power over its spirit and would help them find and kill the animal. Anthropologists think the cave paintings may have been a kind of textbook about Cro-Magnon ceremonies, traditions, or history.

Cro-Magnon bands cooperated, often hunting large animals together. This required them to jointly agree on rules and the first true leaders. Every year or so, they held social gatherings, where they exchanged information about the movement of animal herds and traded materials such as amber and shells.

SECTION 1 ASSESSMENT **Q**

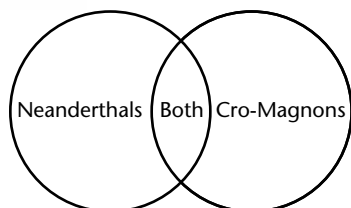
1. **Define:** prehistory, civilization, migrate, bands, home territory.
2. Why did early people begin to move out of Africa and into other parts of the world about 900,000 years ago?
3. How did tools change in the Paleolithic Age?

CRITICAL THINKING

4. **Analyzing Information** What do you think was the most important advancement made by early people? Explain.

GRAPHIC ORGANIZER ACTIVITY

5. Draw a diagram like this one, and use it to compare ways of life followed by the Neanderthals and Cro-Magnons. Be sure to include the accomplishments of each.

**Reading Check****Reading Check**

Step 1 Look back over the marks you made in the text. Review your **Foldable** to remind yourself about the topics the lesson covered. What is one of the most important ideas to remember about Paleolithic people? Write about it here.

Step 2 If you were stuck on a deserted island, what one tool would you want to have with you? Tell why.

Hot Words

Choose three words, either from the lesson's vocabulary list or from words you circled as you read. Record them in your **Hot Words Journal** at the back of this book and complete one of the activities listed there.

READING WRAPUP

Going Solo

🔑 Review

1. Get It Organized! Look at the Graphic Organizer Activity on page 251. What would you list in the center of that diagram? That's the part that asks how Neanderthals and Cro-Magnons were alike. Review the lesson to find your answer. Below, list three ways the two groups were alike.

Buddy Up

🔑 Text Features

1. Ahead to the Future! At the beginning of this lesson, you imagined that future scientists might study *our* lives thousands of years from now. With a partner, look back at the list of topics the class made about what those scientists would want to learn. Does your list match the topics that scientists study about Paleolithic people? What are the differences?

2. This Is Special! The lesson has several special features (such as "Fun Facts: The Flute"). With your partner, choose one feature that interests both of you. Then explain how it fits in with the rest of the lesson.

TeamWork

🔑 Main Idea

1. What's the Big Idea? On your **Foldable**, you wrote one *important* idea to go with each heading in this textbook lesson. Now choose three of those headings. With your team, discuss and decide on the *main* idea of the paragraphs that follow each heading. Write one of your headings and the main idea on the lines below.

2. Archaeology for Kids With a group, imagine you are writing a book about the Paleolithic Age for young children. You want to divide the book into two parts. What will be the main idea of Part 1? How about Part 2? Discuss these questions with your group. Then write your conclusions below, using a complete sentence to describe the main idea of each part.

Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

- What is another word for the groups of 30 to 50 people in which Paleolithic people lived?
 - home territories
 - Neanderthals
 - bands
 - tribes
- Which of the following is true of Cro-Magnons?
 - They were the first to bury their dead.
 - They were named after the Neander River.
 - They painted pictures on the walls of caves.
 - They were also known as Homo habilis, or “skillful man.”

Write your answer to open-ended question A in the space provided below.

- A. What do you think was more important, the development of new tools or the development of spoken language? Explain your answer using details from the textbook lesson.

Multiple-Choice Questions

1. Ⓐ Ⓑ Ⓒ Ⓓ 2. Ⓐ Ⓑ Ⓒ Ⓓ

Open-Ended Question

A. _____



Vocabulary Check

From the word list, write the word that belongs in the blank in each sentence. These are words that you learned on page 241 and in “The Paleolithic Age.”

Paleolithic Age *n.* another name for the Old Stone Age

archaeology *n.* the study of the remains of past human life

artifact *n.* something made by a person with a certain skill

prehistory *n.* the time before the development of writing

migrate *v.* to move from one place to another

- Land bridges allowed early people to _____ from Africa into Europe and Asia.
- A Cro-Magnon sculpture was one _____ the scientists found.
- The period known as _____ lasted until about five thousand years ago.
- Neanderthals and Cro-Magnons lived during the _____, or the Old Stone Age.
- If you like learning about early humans, you might enjoy a class in the subject known as _____.

GET READY TO READ!

MATH TEXTBOOK MINILESSON

Connect

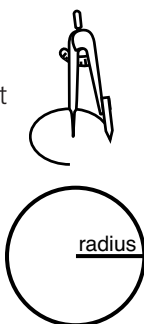
Class List You've probably seen a circle graph in a newspaper, magazine, or in one of your textbooks. Circle graphs are also called "pie graphs," because the graph is shaped like a pie with different-size pieces cut in it. What kind of information can a circle graph show? As a class, talk about the different uses for circle graphs. List your thoughts on the board.

The textbook minilesson "Making Circle Graphs" explains how to show information on a circle graph.

Did You Know?

Building Background Here are some important hints to help you make circle graphs:

- A **compass** is a tool for drawing circles. It has two parts. One part is a needle-like point. The other part holds a pencil for drawing the circle. You just stick the needle part into the paper. Then you turn the pencil part around that point to draw a circle.
- The **radius** of a circle is a line from the center of the circle to its edge.
- A **protractor** is a tool that measures angles. You just line up the inside bottom of the protractor on the circle's radius. Then you line up the spot on the protractor marked 0 or + with the center of the circle. You make the angle by drawing a line from the center of the circle to the degree number on the protractor. For example, to make a 90° angle, draw the line to 90 on the protractor.



Reason to Read

Setting a Purpose for Reading Read to learn how to show information on circle graphs.

word power

Circle Terms

Read the definitions of these vocabulary words from the math minilesson. Use the guides in parentheses () to help you say each word out loud. Look back at these definitions when you see these words in the lesson.

decimal equivalent (des'ə məl i kwiv'ə lənt) *n.* any number expressed as a decimal. For example, .5 is the decimal equivalent of $\frac{1}{2}$.

data (dā'tə) *n.* information gathered from research; facts and figures

Hot Words Journal

As you read, circle the words that you find interesting or that you don't understand. Later, you may add them to your **Hot Words Journal** at the back of this book.

What You'll Learn

Key Goals As you read, look for notes about these important skills. They will help you understand the math minilesson better.

🔑 **Reading Focus:** Preview

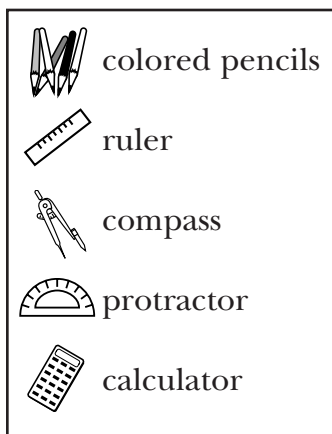
🔑 **Author's Plan:** Text Structure

🔑 **Reading Coach:** Reading Circle Graphs

A HANDS-ON LAB

COOPERATIVE LEARNING

10-3B MAKING CIRCLE GRAPHS



Sun tops the list of things Americans look for in a vacation spot. The graph shows how people answered the question “How important is sunny weather in a vacation location?”

Circle graphs are used to compare parts of a whole. Usually the information is expressed in percents as in the circle graph below.



Source: Opinion Research Corp.

B

TRY THIS

WORK WITH A PARTNER.

The chart shows the percent of toys that are sold in several price ranges. Use the information to make a circle graph.

Price	Percent of Toys
Under \$4.00 ☐	47% ☐
\$4.00–\$7.99 ☐	21% ☐
\$8.00 and above	32%

Source: The TMI Report

Reading Focus

Preview

A **minilesson** is a small lesson in a textbook. It usually focuses on one important skill or goes deeply into one topic. To **preview** this minilesson, look it over before you read. Look at headings, charts, illustrations, and captions. After you preview, briefly answer these questions on the lines below. **A**

What is the main hands-on task you have to do in this minilesson?

What tools will you need?

Reading Coach

Reading Circle Graphs

A circle graph compares data by showing the information in different-sized sections of a circle. The larger percentages take up larger sections of the circle. Labels tell you what each section stands for. Look at the “Vacation Sun” circle graph. Find and circle the label that points to the largest section of the graph. **B**

Mark the text



Author's Plan

Text Structure The **text structure** is the way a writer organizes ideas. Here, the writer uses time order to give instructions for making a circle graph in four steps. In your own words, briefly describe Step 1. **C**



Review Look at "On Your Own." Then look back over, or **review**, the minilesson to answer question 1. Write your answer on the lines below. **D**



Reading Check

Imagine you're making a circle graph. You know the angle for each section and have drawn the circle and radius. What do you do to complete the graph?

Step 1 Find the number of degrees for each price range.

To do this, multiply the decimal equivalent of each percent by 360° , which is the total number of degrees in a circle. For example, for "Under \$4.00," find the number of degrees as follows.

$$0.47 \times 360 = 169.2$$

The section of the circle graph for this price range should be about 169° .

Step 2 Use a compass to draw a circle. Then draw a radius of the circle with the ruler.

Step 3 Draw the angle for "Under \$4.00" using your protractor. Repeat this step for each price range.

Step 4 Use the colored pencils to color each section of the graph. Label the sections. Then give the graph a title. **C**

ON YOUR OWN

D

1. Compare the graph you made to the chart. Which do you think displays the data more clearly? Explain your reasoning.
2. Why were you able to display the data on toy prices in a circle graph?
3. What type of information *cannot* be displayed in a circle graph? How could you display this type of data?



Reading Check

Buddy Up

Text Structure

1. Step by Step! You learned that being able follow a set of steps is important when you are making a graph. With a partner, read the steps below. Then put them in the correct order by writing the step number in the space next to each instruction.

- _____ Draw a circle with a radius.
- _____ Color each section of the graph.
- _____ Use the data to figure out the number of degrees for each section on the graph.
- _____ Draw an angle with your protractor for each section on the graph.

2. Make a Graph Review the steps for making a circle graph on page 256. Suppose that 60% of your class is girls and 40% is boys. With a partner, create a circle graph that shows the percentages of girls and boys in the class. On the lines below, tell what steps you followed to make the graph.

Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

1. Which best describes the shape of one section on a circle graph?
 - A. circle
 - B. square
 - C. pie wedge
 - D. blazing sun
2. Which tool should you use to draw a circle?
 - A. ruler
 - B. compass
 - C. protractor
 - D. calculator

Write your answer to open-ended question A in the space provided below.

- A. What do you learn from reading the circle graph "Vacation Sun" on page 255? Support your answer using details from this minilesson.

Multiple-Choice Questions

1. (A) (B) (C) (D) 2. (A) (B) (C) (D)

Open-Ended Question

A. _____

Reading Functional Documents

When you walk into school at the beginning of the year, there is actually much more to read than textbooks and study guides. **Posters** in the classroom tell you about class rules. Teachers give you written **schedules** telling you when each class starts and where the class meets. **Maps** of the school help new students find their way around the building.

Maps, posters, and written schedules are just some of the helpful functional documents in your life.

Functional documents are texts and graphic aids that provide information so you can do everyday activities

more quickly, easily, or safely. Functional documents give information in words, charts, and pictures.



Look around you right now. What are some of the functional documents you can see? List some of them on these lines.

Why Read Functional Documents?

Just about every day you need to read practical information to solve problems or complete tasks. For example, if you and some friends want to see a movie, you need to read the movie listings in the **newspaper** or on a **Web site**. If you're looking for the music store at the mall, you have to read the **directory**. If you go to a restaurant, you'll probably take a look at the **menu** before you order.

Functional documents are important because they

- keep people safe. For example, the **owner's manual** for a child safety seat or a bike helmet gives information that can protect a life.
- help people do tasks the right way. For example, it would be hard to load film in a camera the first time without **directions** explaining the process.
- let people do things more quickly. It's a lot faster to read the **signs** in a grocery store than to go down every aisle until you find all the items you need.

What's the Plan?

Most functional documents use a logical plan, called a **text structure**, to help you find, follow, and understand the information you need. Here are some text structures, or patterns of organization, that you'll find in functional documents.

Functional Document	Text Structure
Application or form to fill out	Questions and write-on lines
Schedule	Time order
Map or seating plan	Space order
Directions for a process	Sequence, or step-by-step order
List of choices	Alphabetical order

What Do I Look For?

There are many types of functional documents, but most have some common elements. For example, take a look at this Web site weather forecast.

The **main heading** tells you what the document is all about.

Words in **bold face** or **large type** call attention to important information.

Graphics such as logos, illustrations, diagrams, tables, and symbols help make information clear.

Lists or **outlines** organize information.

Links help you find additional information.

Mark the text

Find It! On the Web site example, circle the line that tells what the wind conditions are.

Local Weather Forecast

Jonesboro, Arkansas

Light Rain

78°



The high today will be 93°. The low tonight will be 68°. For the rest of the week's forecast, click [here](#).

UV index: 4 Low
Humidity: 71%
Visibility: Unlimited
Pressure: 30.09 inches and steady
Wind: From the north at 10 mph

For updates on the air quality forecast, click [here](#).

As reported from Jonesboro, AR
Updated 10:03 A.M., August 28, 2002

How Do I Read It?

These **reading strategies** will be especially useful when you read functional documents.

Set a Purpose: Functional documents often contain much more information than you need. Before you begin, think about what you really need to know.

Preview: Look at the headlines and words in large type first. Using those clues, decide where to look first for the information you need.

Scan: Run your eyes quickly over the material, looking only for the key words or phrases that have to do with the information you want.

Review: If you didn't find what you were looking for the first time, take another look.

For more information on **reading strategies**, see pages 322–328 of the **Reading Handbook**.

DO IT!

Read the functional documents that follow. Be sure to

- look for **text structures** to understand the author's plan
- use **reading strategies** to help you get the most from your reading

GET READY TO READ!

MAIL ORDER FORM

Connect

Discuss Have you ever ordered anything by mail or over the Internet? Maybe you have sent away for games or magazine subscriptions. Whenever you send away for anything, you need to read and fill out a mail order form. As a class, talk about things that you or your friends or family might order through the mail or over the Internet.

This mail order form asks readers to order a subscription for a magazine. When you buy a subscription to a magazine, you get that magazine in the mail for a certain period of time.

Did You Know?

Building Background Mail order forms use lines, charts, or boxes to organize the information that a company needs from you. These forms may look confusing, but don't worry! Filling out a form is easier than you think. Keep these tips in mind:

- Look at the whole form first. That way, you can get an idea of which sections you *must* fill out.
- Read all the details carefully.
- Be careful about giving out personal information such as your age or your brother's and sister's names. Before you answer such questions, check with an adult family member to see whether the company is trustworthy.

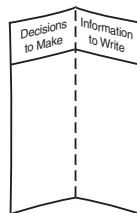
Reason to Read

Setting a Purpose for Reading Reading this mail order form will tell you what decisions you need to make and what information you need to send in to get *Pet Care Magazine*.

FOLDABLES™ Graphic Organizer

As you read, use the following **Foldable**. It can help you read and fill out this mail order form.

1. Fold a sheet of paper in half the long way.
2. Fold down the top inch or so of the narrow end of the paper to make a row across the top.
3. Unfold the paper and draw lines along the fold lines. Label the left column **Decisions to Make** and the right column **Information to Write**.
4. As you read the form, use your **Foldable** to jot down in the correct column the decisions you need to make and the information you need to write.



word power

Vocabulary Preview

Read the definitions of these words from the mail order form. These words may appear on other mail order forms as well. Use the guides in parentheses () to help you say each word out loud. Look back at these definitions when you see these words on the mail order form.

cover price (kuv'ər prīs) *n.* the price printed on the cover of a magazine. If you buy a magazine at a store, you pay the cover price. When you buy a subscription, you pay less than the cover price for each magazine.

optional (op'shen əl) *adj.* not required

recipient (ri sip' ē ənt) *n.* the person who receives something

Hot Words Journal

As you read, circle words that you find interesting or that you don't understand. Later you may add them to your **Hot Words Journal** at the back of this book.

What You'll Learn

Key Goals As you read, look for notes about these important skills. They'll help you understand the mail order form better.

🔑 **Reading Focus:** Scan

🔑 **Reading Coach:** Identifying Key Information

A Want help with your new pet?

Need the perfect gift?

For ages
10 to 14

Pet Care Magazine

For the best in pet care



☐ **24 issues for only \$35.00**
Save up to \$60 off the cover price!
That's like getting more than a *whole year FREE!*

☐ **12 issues for \$17.97**
Save \$29 off the cover price!

Name _____ (please print)

Address _____ Apt. _____

City/State/ZIP _____

Parent's e-mail address (optional: to receive our pet care newsletter and offers that may be of interest)

☐ Payment is enclosed
(check or money order)

☐ Bill me

Please allow 6-8 weeks for delivery

If subscription is a gift, fill out information below.

Name of gift recipient _____

Address _____ Apt. _____

City _____ State _____ ZIP _____

Gift message _____



**Return your
order form to**

Pet Care Magazine
634 Westover Hills Dr.
Glenview, IL 12345



Reading Focus

Scan When you **scan** a piece of writing, you run your eyes over it quickly.

As you scan, you look for the key words or phrases. Scan this mail order form to learn the cost of 24 issues of *Pet Care Magazine*. Then scan to learn the cost of 12 issues. Write your answer below. **A**

Reading Coach

Identifying Key Information On an order form, always look for a description of the product.

Mark the text

Highlight or underline any words on the order form that tell what the magazine is about and what age group it is for. **B**



Reading Check

Imagine you're ordering a subscription for yourself to *Pet Care Magazine*. Write one decision you must make. Then list two pieces of information you must write on the form. Review the notes on your **Foldable** for help.



Reading Check

Buddy Up

Identifying Key Information

1. Complete the Form Fill out the form, just as if you were going to send it in. Then exchange forms with a partner. Look over each other's forms to make sure they are correct. Did you need to make any corrections? Was this form easy to fill out? Why or why not? Write your answers on the following lines.

2. Sell the Magazine Imagine you have a job selling *Pet Care Magazine*. Try to sell the magazine to your partner. Remember to use all the important information from the mail order form in your sales talk. Plan your sales talk and your ideas on the following lines.

Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

1. How much do you save off the cover price if you buy 24 issues for \$35.00?
 - A. up to \$17.97
 - B. up to \$60.00
 - C. up to \$35.00
 - D. up to \$29.00
2. Which of the following must be completed to order a subscription for yourself?
 - A. parent's e-mail address
 - B. name of gift recipient
 - C. your address
 - D. gift message

Write your answer to open-ended question A in the space provided below.

- A. Why is it important to print your name and address neatly on a mail order form?

Multiple-Choice Questions

1. (A) (B) (C) (D) 2. (A) (B) (C) (D)

Open-Ended Question

- A. _____

GET READY TO READ!

SAVINGS ACCOUNT APPLICATION

Connect

Think-Pair-Share What do you already know about keeping money in a bank? For example, can anyone have a savings account? Do you have to have a lot of money to have a savings account? Discuss what you know with a partner. Make a list of five things you know about having a bank account. Then share your list in a class discussion.

This savings account application allows a person under the age of eighteen to apply for a savings account.

Did You Know?

Building Background For this lesson, you will read an application for a *custodial* bank account. Banks allow people under the age of eighteen to have custodial bank accounts.

- The English word *custodian* comes from a Latin word that means "guardian." A custodian is someone who guards, protects, or takes care of something.
- The custodian of a savings account may be a parent or any adult who is willing to be responsible for the young person's use of the account.

Reason to Read

Setting a Purpose for Reading Read to learn what information you need to give the bank in order to open a custodial bank account.



As you read, use the following **Foldable**. It can help you keep track of the kinds of information you need to write on a savings account application.

1. Fold a sheet of paper in half from top to bottom.
2. Without unfolding, fold the sheet in half from side to side.
3. Unfold the sheet. Draw lines along the folds.
4. You'll have four sections on your paper. Label the top left section **Applicant**. Label the top right section **Applicant Taxpayer Certification**. Label the bottom sections **Custodian Information** and **Signatures**.
5. As you read, list the information you need to fill in for each part of the application.



word power

Vocabulary Preview

Read the definitions of these vocabulary words. Use the guides in parentheses () to help you say each word out loud. Look back at these definitions when you see these words on the application.

applicant (ap'li kənt) *n.* a person who makes a request by filling out an application; p. 264

certification (sur'tə fi kā'shən) *n.* the act of declaring that something is true; p. 264

resident alien (rez'ə dənt āl'yen) *n.* a foreign-born person who lives in the United States but is not a U. S. citizen; p. 264

exempt (ig zempt') *adj.* free or released from a certain responsibility; p. 264

withdrawal (with drô'al) *n.* the act of taking money from a bank account; p. 265

assets (as'ets) *n.* items of value owned, such as money; p. 265

minor (mī'nər) *n.* a person younger than the legal age for certain activities, such as voting; p. 265

signature (sig'nə chər) *n.* a person's name written by that person; p. 265

Hot Words Journal

As you read, circle words that you find interesting or that you didn't understand. Later, you may add them to your **Hot Words Journal** at the back of this book.

What You'll Learn

Key Goals As you read, look for notes about these important skills.

🔑 **Reading Focus:** Preview

🔑 **Think It Over:** Interpret

🔑 **Reading Coach:** Understanding Official Business Language



Preview When you **preview**, you look over a selection before reading it.

Preview this application by looking at the main headings in the dark boxes. Then glance at some of the things you need to write on the lines. Which part of the application will probably be easiest to fill out? Which will be most difficult? Explain on the lines below. **A**



Interpret Question 1 asks whether the “taxpayer identification number” is correct. What do you think your taxpayer identification number is? Check the correct answer. **B**

- ☐ the number of my bank account
- ☐ my Social Security number
- ☐ a number I am applying for on this application

Page 1 **A** **Valley View State Bank and Trust**
Custodial Savings Account

Date _____

Applicant

Print Name _____

Address _____

Date of Birth _____

Social Security Number _____

Mother's Maiden Name _____

Home Phone _____

School/Employer _____

Applicant Taxpayer Certification

(check all that apply)

- ___ 1) I am a U.S. citizen or resident alien. The taxpayer identification number (Social Security #) above is correct. **B**
- ___ 2) I am exempt from reporting taxpayer information.
- ___ 3) I am a foreign non-resident alien.
- ___ 4) I have applied for a taxpayer I.D. number. One has not yet been issued to me.

Valley View State Bank and Trust

Custodial Savings Account

Custodian Information

The signature of the adult custodian is required for all withdrawals from this account.

Print Name _____

Address _____

Date of Birth _____

Social Security # _____

Driver's License # _____

Issue Date _____

Employer _____

Signatures

Applicant Signature _____

By signing above, I certify that the information herein is to the best of my knowledge correct and complete. **C**

Custodian Signature _____

By signing above, I understand that I am custodian for these assets owned by the minor signed here.

For Office Use Only

New Account Number _____ Primary Officer _____

Open Date _____ Banking Officer _____

Deposit Amount _____ Interest Rate _____



Reading Check

Reading Coach

Understanding Official Business Language

Business writing sometimes uses unfamiliar words or phrases. The word *herein* is one example. It's really just a combination of the words *here* and *in*. It means "in this document."



Find and circle *herein* in the boxed sentence. Then reread the sentence slowly. Write your own simpler version of the sentence. **C**



Reading Check

Imagine that you've earned \$100. You want to put your money into a new savings account. An adult family member agrees to be the custodian. Now that you have studied this application, explain the application to that adult. On the lines below, write what you would say.

Buddy Up

Understanding Official Business Language

1. Take It Easy Read the sentence below. It's an easier way of saying a harder sentence from the application.

No money can be taken from this account without the custodian's signature.

With a partner, find the sentence on the application that this easier sentence can replace. Write that sentence on the lines below.

2. It's Official! Review this sentence from the application.

By signing above, I understand that I am custodian for these assets owned by the minor signed here.

Now, with your partner, explain why this sentence is an example of official business language. Then write a simpler version of the sentence. Write your explanation and your simpler sentence on the lines below.

Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

- If an applicant has just applied for a taxpayer I.D. number, what item should he or she check in the Applicant Taxpayer Certification section?
 - Item 1
 - Item 2
 - Item 3
 - Item 4
- Which of the following pieces of information must only the custodian provide?
 - driver's license number
 - Social Security number
 - date of birth
 - address

Write your answer to open-ended question A in the space provided below.

- A. Why do you think the bank would need to know the applicant's birth date and the custodian's birth date?

Multiple-Choice Questions

1. (A) (B) (C) (D) 2. (A) (B) (C) (D)

Open-Ended Question

- A. _____

GET READY TO READ!

BUS SCHEDULE

Connect

Quickwrite Before you take a bus, what do you need to know? In the space below, write as many things as you can think of. Then share your ideas with the class. Have someone make a master list on the board.

This camp bus schedule shows when a bus picks up and drops off children who go to Eagle Day Camp.

Did You Know?

Building Background Camp bus lines, like city lines, provide riders with schedules.

- This schedule tells when the Eagle Day Camp bus (route #4) picks up and drops off campers at certain corners.
- Schedules like this one are meant to be read quickly and easily. First you find the name of your corner. Then you read across to find the times the bus stops there.

Reason to Read

Setting a Purpose for Reading Read to find out when the camp bus picks up and returns children who attend Eagle Day Camp.

word power

Word Origins

We know where many of our English words come from. The word *bus* is a little bit of a puzzle, however. *Webster's Dictionary* says that *bus* is probably a shortened form of the Latin word *omnibus*. In the 1820s, there was a motorized vehicle called an omnibus that carried many people at once. In Latin, *omnibus* means "for many" or "for everyone."

Hot Words Journal

As you read, circle words that you find interesting or that you don't understand. Later, you may add them to your **Hot Words Journal** at the back of this book.

What You'll Learn

Key Goals As you read, look for notes about these important skills. The notes will help you understand the bus schedule better.

🔑 **Reading Focus:** Scan

🔑 **Reading Coach:** Understanding Unfamiliar Language

Reading Coach

Understanding Unfamiliar Language If you see words you don't know, look at other words in the sentence for clues. For example, look at the underlined phrase *legal guardian*. Notice that it's connected to *parent* by the word *or*. Guess or tell what *legal guardian* means. **A**

Reading Focus

Scan Very few people actually *read* all of a bus schedule. Most people would **scan** it, or run their eyes quickly over it, to find the information they needed. Suppose you lived on Lake Ave. and Cherokee Rd. Scan the schedule. When will the bus pick you up? **B**



Reading Check

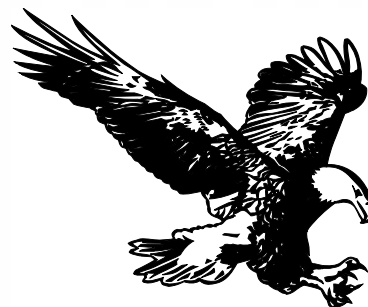
Now that you've looked at the bus schedule, do you think it is complete? Does it give campers and their parents or guardians all the information they need to get to and from camp? Explain your answer.

EAGLE DAY CAMP

120 POND PARKWAY

GOLDEN VALLEY, PA • 15235

412-555-4504



EAGLE DAY CAMP BUS SCHEDULES

Eagle Day Camp is pleased to provide bus service to the four major areas of the city again this summer. Following is the schedule for the bus route in your area. A parent or legal guardian must provide written authorization in order for bus drivers to drop off a camper at a location other than the one parents have designated on the camp information form. Eagle Day Camp cannot be responsible for campers after they have departed the bus. **A**

EAGLE DAY CAMP BUS ROUTE # 4—GOLDEN HILLS

Stop #	Pick-up	Return	Stop Location
1	7:15 am	5:25 pm	HUNTER RD. and ELMWOOD ST.
2	7:25 am	5:25 pm	HUNTER RD. and BEECHWOOD ST.
3	7:35 am	5:15 pm	RIDGE AVE. and 12TH STREET
4	7:40 am	5:10 pm	RIDGE AVE. and CHESTNUT AVE.
5	7:50 am	5:00 pm	LAKE AVE. and WASHINGTON ST.
6	8:00 am	4:50 pm	LAKE AVE. and DARTMOUTH LANE
7	8:05 am	4:45 pm	LAKE AVE. and CHEROKEE RD.
8	8:10 am	4:40 pm	LOCUST AVE. and GREENWOOD ST.
9	8:20 am	4:35 pm	WALNUT LANE and FOREST BLVD.

B



Reading Check

Buddy Up

Scan

1. Scan the Schedule Suppose you remember that the bus picks you up at 8:10 A.M. However, you can't quite remember where the bus stop is. Scan the schedule and find where to wait for the bus. Write the location here.

2. Find Important Details Next week you're going to a friend's house after camp. How do you let the driver know you must get off at your friend's stop instead of your own? Scan the schedule to find out. Write your answer below.

Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

1. What stop number (#) is Ridge Ave. and 12th Street?
 - A. 3
 - B. 8
 - C. 4
 - D. 1
2. When do campers return to Lake Ave. and Washington St. at the end of the day?
 - A. 5:35 p.m.
 - B. 5:00 p.m.
 - C. 4:50 p.m.
 - D. 4:35 p.m.

Write your answer to open-ended question A in the space provided below.

- A. Imagine that you know a new camper who lives on Walnut Lane. Explain to that camper how to read the bus schedule. Write your explanation on the lines.

Multiple-Choice Questions

1. (A) (B) (C) (D) 2. (A) (B) (C) (D)

Open-Ended Question

A. _____

GET READY TO READ!

MALL MAP

Connect

Think-Pair-Share Read each sentence below. Mark a check in the box if a map could help the person in the sentence.

- ☐ Mr. Hacker has to drive 50 miles to watch his kids play soccer.
- ☐ Gloria wants to visit a store at the mall, but she can't remember what level the store is on.
- ☐ Shane needs to know which bus will take him to his new music teacher.
- ☐ Jillian has moved to a new town and needs to find an apartment close to her new job.

Show a partner the sentences you checked. Did you check them all? Why or why not? Talk about any differences between your answers and your partner's. Then, with the whole class, talk about other times people might need maps.

The mall map shows readers how to find their way from store to store in Valley View Mall.

Did You Know?

Building Background The companies that own or run shopping malls want you to be happy at the mall. They want you to feel comfortable and shop in the stores. A map to help find your way can make you feel more at home.

Reason to Read

Setting a Purpose for Reading Read the map to learn what stores there are at Valley View Mall and where each one is located.

word power

Vocabulary Preview

Read the definitions of these vocabulary words from the mall map. Use the guides in parentheses () to help you say each word out loud. Look back at these definitions when you see these words on the map.

level (lev'əl) *n.* floor, as in first floor or second floor of a building

escalator (es'kə lā'tər) *n.* a moving stairway that takes people from one floor of a building to another

location (lō kā'shən) *n.* exact position; where something is

cinema (sin'ə mə) *n.* a movie theater

furnishings (fur'ni shingz) *n.* furniture and other useful items

eatery (ēt'ə rē) *n.* a restaurant; a place to eat

Hot Words Journal

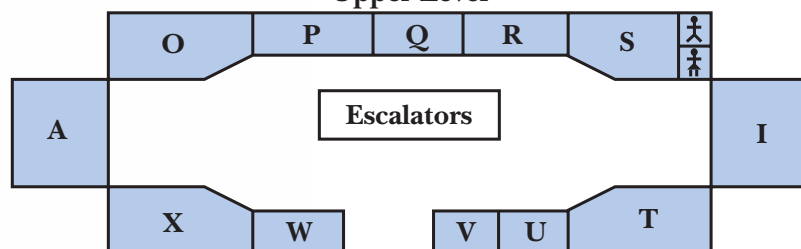
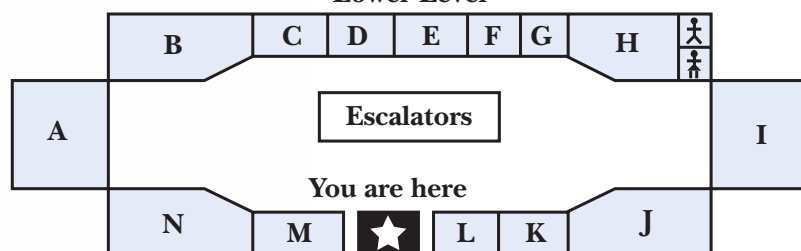
As you read, circle words that you find interesting or that you don't understand. Later, you'll add them to your **Hot Words Journal** at the back of this book.

What You'll Learn

Key Goals As you read, look for notes about these important skills. They'll help you understand the mall map better.

➤ **Reading Focus:** Skim

➤ **Reading Coach:** Reading Maps

A Valley View Mall Map**Upper Level****Lower Level****DIRECTORY****B BOOKS, CARDS, & GIFTS**

Homemade Gifts / Location **L**
 Lillian's Card Shop / Location **F**
 RPG Best Books / Location **J**

DEPARTMENT STORE

Sager's Department Store /
 Location **A**

CHILDREN'S CLOTHING & TOYS

The Children's Store / Location **V**
 Up and Away Toys / Location **M**
 Wee Ones Clothes / Location **O**

ELECTRONICS & ENTERTAINMENT

Big Screen Electronics / Location **B**
 Wireless World / Location **P**
 Jonny Five's Stereo City / Location **K**
 Valley View Cinema / Location **I**

HEALTH & BEAUTY

Save-All Drugs / Location **U**
 Nutrition Now / Location **C**
 Scented Sue / Location **G**

HOME FURNISHINGS

Mimi's Kitchen Supply / Location **N**
 Peter Gray Antiques / Location **X**
 The Bed Shop / Location **D**

JEWELRY

Britt's Accessories / Location **H**
 Diamond Gallery / Location **Q**
 Forever Jewelers / Location **W**
 Time Again / Location **E**

RESTAURANTS

Marco's Italian Eatery / Location **R**
 Burger Time / Location **S**
 Sweet Sensations / Location **T**

Reading Focus

Skim When you **skim**, you quickly look over what you are about to read. That way, you can get an idea of what it's about. Skim the mall map. Look at the title, the map itself, and all the headings. Then mark a check next to each question the map could answer. **A**

- ☐ How can I get to the mall from school?
- ☐ Where is the bookstore?
- ☐ How many levels, or floors, does the mall have?

Reading Coach

Reading Maps In the Directory, look at the first store under the heading BOOKS, CARDS, & GIFTS. That store is called Homemade Gifts. "Location **L**" means that the store is at **L** on the map.



Find and circle **L** on the map to learn where Homemade Gifts is. **B**

**Reading Check**

Name three stores at Valley View Mall. Tell how you would find each one on the map. Write your answer below.

**Reading Check**

Buddy Up

Reading Maps

1. Directions, Please! Imagine that you and a partner are standing just outside Mimi's Kitchen Supply. (It's at Location **N** on the mall map.) Another shopper asks how to get to Peter Gray Antiques. With your partner, decide what to tell the person. Write your directions here.

2. Let's Go to the Mall! Imagine you're planning a trip to Valley View Mall. With a partner, choose four places to visit. Decide which place you will visit first, second, third, and last. Then use the map to plan your walk from place to place. On the lines below, tell the name of each place and how you will get to it. Start at the place on the map that says "You are here."

Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

1. Which store is right next to Marco's Italian Eatery?
 - A. Time Again
 - B. Diamond Gallery
 - C. Lillian's Card Shop
 - D. Sager's Department Store
2. If shoppers are looking for the largest selection of birthday cards, which location should they go to?
 - A. location A
 - B. location I
 - C. location F
 - D. location W

Write your answer to open-ended question A in the space provided below.

- A. Which stores are in locations A and I? Why do you think both the lower and upper levels have locations labeled A and I?

Multiple-Choice Questions

1. ☐ A ☐ B ☐ C ☐ D 2. ☐ A ☐ B ☐ C ☐ D

Open-Ended Question

A. _____

GET READY TO READ!

TECHNICAL INSTRUCTIONS

Connect

Discuss Have you ever read instructions on how to put together a model car or how to play a board game? Discuss with the class a time you had to read instructions. Were the instructions helpful or confusing?

These instructions describe how to send an e-mail message.

Did You Know?

Building Background Good instructions are easy to follow. Here are some ways instructions are written so readers can follow along:

- Each step is broken down and marked with a number or letter.
- Each step asks the reader to do only one thing.
- Pictures make the steps easier to understand.

Reason to Read

Setting a Purpose for Reading Read the instructions to learn how to send an e-mail.



Use the following **Foldable** to help you organize each step of the instructions.

1. Place a sheet of paper in front of you so the short side is at the top. Fold the top of the paper down to the bottom.
2. Without unfolding, fold the top down to the bottom two more times.
3. Unfold all the folds.
4. From top to bottom, number the sections **1–8**.
5. As you read the instructions, summarize each step in as few words as possible. For example, your first entry might read, "Open the e-mail feature on your computer."



word power

E-mail Shortcuts

Many people use **acronyms** to keep e-mails short. An acronym is made up of the first letter of each word in a phrase or name. For example, FYI is the acronym for for your information. Sometimes, but not always, acronyms are easy to figure out. Here are some acronyms used in e-mails:

BTW by the way

TYVM thank you very much

NBD no big deal

BFN bye for now

TTYL talk to you later

LOL laughing out loud (at what you just wrote)

Hot Words Journal

As you read, circle words that you find interesting or that you don't understand. Later, you may add them to your **Hot Words Journal** at the back of this book.

What You'll Learn

Key Goals As you read, look for notes about these important skills. The notes will help you understand the instructions better.

🔑 **Reading Focus:** Preview

🔑 **Reading Coach:** Following Instructions

Sending E-mail

With the click of a button, e-mail, or electronic mail, lets you send messages to anyone with access to a computer. You can also add computer files of words or pictures as attachments **A** e-mail messages. To send e-mail, you need an e-mail address with four parts.

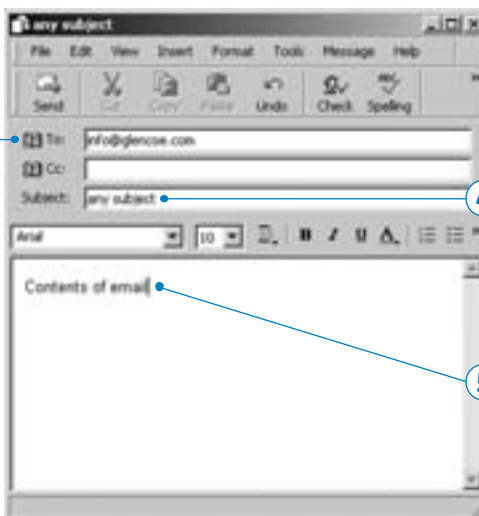
- The first part is the user name. This is the name you have chosen for yourself or that is assigned to you by your Internet service provider.
- The second part is the @ symbol, which stands for "at." This symbol separates the user name from the rest of the e-mail address.
- The third part is the domain name, which is the name of the service that hosts your e-mail account.
- The last part of an e-mail address is the suffix. The suffix indicates the type of organization that provides your e-mail service. Common suffixes are *.com*, *.org*, *.edu*, *.gov*, and *.net*. □

To send an email, follow these instructions.

- 1 After you start your computer, click on the icon that opens your e-mail feature. It should look something like this: 
- 2 Guide the arrow to **New Mail** and click. **B**



- 3 On the **To** line, type the e-mail address(es) of the person or persons you're writing to. Run all the letters together. Do not leave any blank spaces. If you wish, use the **Cc** line to send a copy of your message to another e-mail user.



- 4 Use the **Subject** line to let the person you're writing to know what your message is about. Be as brief as you can.
- 5 Type your **message** in the large text box. Keep messages short and to the point.

Reading Focus

Preview Look over the first page of instructions.

Mark the text

Circle the bulleted list. It tells you about the parts of an e-mail address. What else do you notice about the way information is shown on this page? Write your answers on the lines below. **A**

Reading Coach

Following Instructions

These instructions are numbered so the reader knows the order to do them in. Read each step below. Then find it in the numbered list. Write the correct number from the list in the blank in front of each step below. **B**

____ Write what the e-mail is about in the "Subject" line.

____ Enter the e-mail address of the person you want to write to.

____ Type your message.

- 6 Click **Tools** and then click **check spelling**, then follow the spell-check directions.



- 7 To send a file with your message, click the attachment feature (often indicated with a paper clip icon) and follow the instructions.
- 8 Click **Send** after you have checked that your message is friendly, polite, and correct.



Reading Focus

Scan When you **scan** a piece of writing, you quickly look for a specific word or phrase. Scan this page to find out how to send a file with your e-mail. **C**

Mark the text

Highlight or underline the key words you find about sending an attachment. Then explain below how to attach the file.



Reading Check

Review your **Foldable**. Now that you've read the instructions, do you think you could tell someone how to send an e-mail? Using your **Foldable** notes, explain the steps to a friend who has never sent e-mail. Write your explanation on the lines below.



Reading Check

TeamWork

Following Instructions

1. Ordering Parts Following instructions is easier if you know the parts that are being discussed. How well do you know the parts of an e-mail? Answer the following questions with your team. Write your answers on the lines provided.

Where do you type the name of the person who will receive your message?

Where do you go to find the spell checker?

2. Chart It! Think back to the discussion you had with your class about instructions. Then look over steps 1–8 in the lesson. What are some of the good points and bad points of these instructions? With your group, fill in

the two-column chart below. Write three examples of good points and three examples of bad points in the appropriate columns.

Good Points	Bad Points

Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circles in the space for questions 1 and 2 on the right.

- In an e-mail address, what is a user name?
 - the name of a Web site
 - an e-mail service provider
 - the name you have chosen
 - the name of the person you want to send an e-mail to
- When you send e-mail, what are you supposed to write in the “Subject” line?
 - your name
 - what the e-mail is about
 - the names of attached files
 - the name of the computer company

Write your answer to open-ended question A in the space provided below.

- A. Explain the four parts of an e-mail address. Use details from the instructions to support your response.

Multiple-Choice Questions

1. (A) (B) (C) (D) 2. (A) (B) (C) (D)

Open-Ended Question

- A. _____

PART 3

STANDARDIZED TESTS

Reading Standardized Tests 278

Reading Tests

English/Language Arts Tests

Writing Prompts

Reading Standardized Tests

Feeling more than a little nervous about taking standardized tests? If so, you're not alone. Many people have fears about standardized tests. Luckily, you can learn how to read them correctly. Then when you face a standardized test, you'll feel at ease and be able to do your best!

This part of *The Glencoe Reader* will teach you ways to read standardized tests in Reading, English/Language Arts, and Writing.



Circle the skills that you know you've been tested on in standardized tests.

reading comprehension

vocabulary

sentence combining

punctuation

capitalization

comparing readings

grammar

peer editing and revision

paragraph organization

spelling

Why Read Standardized Tests?

Read standardized tests so you can answer the questions and score better on the test. A standardized test checks what you know about a subject area. But your score also depends on how well you read the test. And getting a good score on the test will show that you're a real pro in the skills covered in your state's academic standards.

Here's one more reason for learning how to read standardized tests. Sometimes you'll have to take standardized tests outside of school. Some high schools have entrance exams. So do colleges. Some jobs ask you to take a test. You even have to take a standardized test when you get a driver's license. Knowing how to read standardized tests can boost your chances for success!

What's the Plan?

The plan depends on the skills covered on the standardized tests. Reading and language arts tests might have

- a few reading passages followed by multiple-choice questions
- sections of spelling and grammar questions. A few questions might ask you to write an answer in your own words.
- writing prompts for compositions that you'll write on blank paper

The test booklet might have the following parts:

An introduction that describes the test. It may tell you how much time you'll have, whether it's OK to guess at

an answer, whether you can write in the test book, and how to mark your answers.

Directions that tell you what steps to follow. Each part of the test will have its own directions.

Reading passages that may include maps or charts. The passages may be fiction or nonfiction.

Test items that may check two things: (1) what you already know, and (2) how well you understand a reading passage. Many test items will be multiple-choice questions. But some test items will be questions or writing prompts that ask you to write an answer in your own words.

What Do I Look For?

Check out the **text features** you'll find on many standardized tests.

Test directions are usually set in darker type so you can see them easily.

The **passage title** gives you a clue about what a reading will be about.

The **reading passage** on many tests gives information you'll be asked about later.

Test items are numbered. **Answer choices** are marked with letters of the alphabet.

An **arrow** tells you to go on to the next page. A **stop sign** means, Don't turn the page!

Mark the text

Find it! Circle the directions for the passage on the test sample.

Section 1 of this test has twenty questions. Read each passage/story and choose the best answer for each question. Fill in the circle in the spaces provided on your answer sheet.

Read the passage below, and then answer the questions that follow.

PAPER TRAIL

Today paper is used all the time to help us with our everyday tasks, including writing letters, drawing pictures, and doing homework. But paper was hard to come by a few hundred years ago.

At first, manufacturers made paper from old rags. By the eighteenth century, however, rags were scarce. People looked for other sources, such as hemp plants and aloe leaves, but these could hardly meet the demand. In Europe, papermakers were even excused from joining the army because their trade was considered just as important as a soldier's.

Then, in 1719, the world's paper shortage problem was solved with the help of an unlikely insect. A Frenchman by the name of Jacques Reamur discovered that the wasp, or white-faced hornet, chewed old wood and timber to create the paper-like material it used to construct its hive. The wasp made a paper fiber by moistening wood with its saliva. When Reamur discovered this, he wanted to find a method in which wood could be used to create paper. If researchers could find a way to do this, the paper shortage would be put to an end.

The first paper mills began processing wood in much the same way the wasp did. The first groundwood paper mill in the United States was built in Interlaken, Massachusetts, in 1867. This mill was soon selling wood pulp to paper manufacturers across the country. Before long, paper became the everyday object that it is today. Thanks to Jacques Reamur and the wasp, paper is one of our most important resources.

1. What was the MOST important result of Jacques Reamur's discovery about wasps?
 - A. Wasps became a valuable insect.
 - B. Jacques Reamur became famous.
 - C. The world's paper shortage ended.
 - D. People no longer had to use rags to make paper.
2. How does the author compare papermakers to soldiers in the passage?
 - A. The author says that papermakers were harder to find than soldiers.
 - B. The author says that papermakers were harder workers than soldiers.
 - C. The author says that papermakers' jobs were just as important as soldiers' jobs.
 - D. The author says that papermakers' jobs were more important than soldiers' jobs.

These **reading strategies** will help you get the most out of reading standardized tests.

Preview: Skim any directions, headings, and graphics. Look at the test items and answer choices. Notice words that are in darker type, larger type, or all capital letters. This step should give you clues about what you need to know or to look for.

Clarify: Reread directions, questions, and answer choices to make sure you understand them.

Question: Ask yourself questions as you read. This should help you understand the main ideas and figure out what the test items ask.

Summarize: Tell in your own words the most important idea of a paragraph or passage.

For more on **reading strategies**, see pages 322–328 in the **Reading Handbook**.

DO IT!

Read the examples of standardized tests that follow. Be sure you

- use **text features** to help you know what to do
- use and practice **strategies** that will help you actively read standardized tests

GET READY TO READ!

READING TEST: TYPE 1

Connect

Think-Pair-Share Think of things you like to do. Are you better at these things than you used to be? How could you improve your skills? On the lines below, list strategies you could use.

With your partner, check the strategies that might also help you do well on a standardized test.

This lesson will teach you how to read reading tests. Then you will be able to use this skill when you take a standardized reading test.

Did You Know?

Building Background You'll feel more at ease with standardized reading tests if you know some things about them.

- Standardized reading tests check how well you understand what you read.
- The reading passages are just like the stories, articles, and information that you read in school and on your own.
- You will see multiple-choice questions after each reading passage. There might also be questions that you answer in your own words. *This lesson will give you practice in answering both kinds of questions.*
- To answer test items, you might need to
 - **find** the answer at one place in the passage
 - **collect** information from several places in the passage
 - **combine** what the passage tells you with what you already know

Reason to Read

Setting a Purpose for Reading Read standardized reading tests so you know how to answer the questions and do your best on the tests.

Test power

Test-Taking Tips

For extra test-taking power on **Standardized Reading Tests**, remember these tips.

- Keep track of important ideas as you read. If it's OK to write in the test booklet, underline key words, label each paragraph, and jot down notes —just like you've been doing in this **Glencoe Reader!**
- Skip questions you aren't sure of. Answer the ones you know the answers to. Then go back to those you skipped.
- Narrow down your choices. Cross out the choices that you know are wrong. Then choose the best answer that is left.
- Read every answer choice carefully. Some choices may be partly, but not totally, correct.
- Look over your answer sheet. Make sure you filled in a bubble for every question.

What You'll Learn

Key Goals As you read, look for notes about these important skills. They'll help you understand the test better.

🔑 **Reading Focus:** Respond

🔑 **Think It Over:** Interpret

🔑 **Reading Coach:** Multiple-Meaning Words

Reading Test Type 1

General Instructions

- This reading test has two types of questions. Some are multiple choice. Others are open ended.
- Read the passage and the questions carefully.
- You may look back in the passage as often as you need to answer the questions.
- Answer all questions on your answer sheet. Do not mark any answers to questions in your test booklet.
- If you finish any section of the test early, you may review your answers for that section only. DO NOT GO ON to the next section of the test.

This test section has one reading passage with seven multiple-choice questions and one open-ended question. Read the passage and answer the questions in the spaces provided on your answer sheet.

Read the passage below, and then answer the questions that follow.

The First Moon Landing **A**

It was a warm July morning at Cape Kennedy in Florida. On Launch **Pad** 39A, the *Apollo 11* spacecraft sat on top of the most powerful rocket ever built. Inside the tiny space capsule, 350 feet above the ground, three astronauts in bulky spacesuits prepared for an incredible journey. The astronauts were Michael Collins, Edwin “Buzz” Aldrin, and mission commander Neil Armstrong. **B**



Preview Underline key words in the test items before you read the passage. On the lines below, jot down one thing you'll look for as you read. **A**



Multiple-Meaning

Words Words can have more than one meaning. Use context clues and what you already know to figure out the meaning of “pad,” the highlighted word in the first sentence. **B**

Model: *I know that a frog sits on a lily pad in the water and then jumps from it. Maybe the pad here does the same thing.*

From this model, jot down what you think “pad” means in the article.



Mark the text Label the paragraphs and underline key words as you read the passage.

Reading Focus

Respond
How do you feel after reading this paragraph? Write your answer on the lines below. **C**

Think It Over

Interpret Use context clues in the paragraph to figure out the meaning of the highlighted sentence. Some of the context clues are listed below. Check the ones that help you understand why the astronauts were floating. **D**

Mark the text

- ☐ rocket fired again
- ☐ pulled free from the planet's gravitational pull
- ☐ weightless in space
- ☐ racing toward the Moon

Reading Coach

Multiple-Meaning Words Use context clues and what you already know to figure out the meaning of the words "craft" and "plain." Jot down their meanings here. **E**

The year was 1969. The astronauts were about to blast off into space on a historic journey. Their mission was to become
10 the first humans to land on the Moon.

On the ground at Cape Kennedy, thousands of people gathered to watch the launch. Over the loudspeakers, Mission Control announced the countdown. "T minus 20 seconds and counting." The three astronauts braced themselves for lift off. "12, 11, 10, 9, ignition sequence starts." Bright orange flames and dark smoke began pouring out of the Saturn 5 rocket to which the *Apollo 11* was attached. "6, 5, 4, 3, 2, 1, 0, all engines running." **C**

Collins, Aldrin, and Armstrong were pushed back in their
20 seats as the mighty rocket released forces equal to that of 100,000 train locomotives. The ground began to shake, and the deafening blast-off could be heard—and seen—from miles away. Within a few minutes, the astronauts were racing upward at over 6,000 miles per hour, disappearing into the sky. The launch was a success.

After orbiting Earth, the Saturn 5 rocket fired again, and *Apollo 11* was pulled free from the planet's gravitational pull. The astronauts felt themselves floating against the straps on their seats. They were now weightless in space and racing
30 towards the Moon at speeds approaching 25,000 miles an hour. **D**

The trip to the Moon took four days. On the fourth day, Armstrong fired another rocket to slow down *Apollo 11* as it fell into orbit around the Moon. The next day, Armstrong and Aldrin climbed into the lunar landing module, a smaller craft attached to the *Apollo 11*. Michael Collins stayed behind to keep *Apollo 11* in orbit.

Once aboard the smaller craft, called the Eagle, Armstrong and Aldrin fired more rockets, gently separating the Eagle
40 from *Apollo 11*. The spacecraft slowly headed to the Moon. The spider-like landing legs of the Eagle settled on the Moon's surface on an open plain known as the Sea of Tranquility. **E**

Armstrong radioed Mission Control in Houston, Texas. “Houston, Tranquility Base here,” he said. “The Eagle has landed.” Loud cheers erupted at Mission Control.

Armstrong and Aldrin suited up for their first walk on the Moon. Their suits included backpacks that supplied them with oxygen. The suits also had communication devices and a water cooling system to keep the astronauts comfortable. Once they were securely in their suits and helmets, Armstrong slowly backed out of the open hatch. It was the moment everyone had been waiting for. **F**

Back on Earth, President Richard Nixon had declared a national holiday so millions of people could breathlessly watch the event. Live pictures of Armstrong were sent back to Earth as Armstrong climbed down a ladder on one of Eagle’s landing legs. He made his way slowly down the ladder as the world watched on television. Finally Armstrong reached the foot of the ladder. He pulled his left leg away from the Eagle and firmly planted his boot on the surface of the Moon. Then Neil Armstrong spoke the immortal words: “That’s one small step for a man . . . one giant leap for mankind.” **G**

Neil Armstrong had become the first person to walk on the Moon. It was an amazing accomplishment and one that will never be forgotten.

Reading Focus

Respond This paragraph tells about the suits the astronauts wore for their walk on the Moon. What are you thinking after reading this paragraph? **F**

50

Reading Focus

Preview Recall from your look at the test items that there’s a question about why President Nixon declared a national holiday. Underline the key words in this paragraph that will help you answer the question. Then write the words here. **G**

60

Think It Over

Main Idea When you finish reading a passage, jot yourself a note about the main idea. On the lines below, write what the passage was about. **H**

Mark the text Now circle the answer choice that BEST matches what you wrote.

Think It Over

Analyze Think carefully about words written in all capital letters. In this question, BEST is a hint that each answer choice may be partly right. Only one choice will be *mostly* right.

Mark the text Circle the answer choice that is BEST, or more right than the others. **I**



Author's Plan

Author's Purpose This kind of question asks you to think about why the author chose to do something. Think about how you responded to the countdown. Then circle the

Mark the text answer that best fits with your reaction. **J**

Choose the best answer for each multiple-choice question.

- What is the main idea of this article? **H**
 - The completion of the mission was shown on television.
 - The *Apollo 11* mission was a historic achievement.
 - The *Apollo 11* mission was a dangerous journey.
 - The completion of the mission took four days.
- The information in this article could BEST be used for a research project on **I**
 - the difficulties of space flight.
 - the design of modern rockets.
 - the history of the space program.
 - the geology of the surface of the Moon.
- Read these sentences from the essay.
Over the loudspeakers, Mission Control announced the countdown. "T minus 20 seconds and counting." The three astronauts braced themselves for lift off. "12, 11, 10, 9, ignition sequence starts." Bright orange flames and dark smoke began pouring out of the Saturn 5 rocket to which the *Apollo 11* was attached. "6, 5, 4, 3, 2, 1, 0, all engines running."
 The author includes the Mission Control countdown **J**
 - to document every detail of the lift off.
 - to recreate the sense of excitement.
 - to show how long the lift off lasted.
 - to show the mission's importance.

4. Why did the astronauts float against the straps on their seats? **K**
- A. because they were free of Earth's gravity
 - B. because they were racing towards the Moon
 - C. because of the forces placed against their bodies
 - D. because they had to get out of their seats to check their equipment
5. What was the MOST important result of *Apollo 11*'s mission to the Moon? **L**
- A. Nixon declared a national holiday.
 - B. Neil Armstrong became a famous astronaut.
 - C. A human walked on the Moon for the first time.
 - D. People around the world could watch a historic event on television.
6. Why did the author write this article? **M**
- A. to describe a significant event in history
 - B. to show the importance of the space program
 - C. to discuss the importance of national holidays
 - D. to explain why people chose to journey to the Moon

Reading Focus

Review Look back in the passage for your notes about the astronauts floating against the straps on their seats. Then circle the letter of the best answer choice. **K**

Think It Over

Evaluate Review your notes and use your judgment as you evaluate the answer choices. Which choice seems the most important to you? Circle that choice. **L**

Mark the text

Think It Over

Infer You won't find the answer to this question directly in the passage. You'll have to figure out the best answer from what you've read.

Scan your underlined words and notes in the passage. Then ask yourself, What does the author want me to get most from this passage? On the lines below, jot down your ideas. **M**

Mark the text

Now circle the answer that most closely matches what you wrote.



Scan Look back for the key words you underlined about President Nixon and the national holiday.

Mark the text

Now circle the letter of the best answer. **N**



Review You can use the note you wrote about the suits the astronauts wore on the Moon to answer this question. What key words will you look for to find your note?

O



Reading Check

Check the strategies below that you think you'll use the next time you take a standardized reading test.

- ☐ Look at the test items before reading the passage.
- ☐ Underline key words.
- ☐ Label the paragraphs.
- ☐ Write the main idea of the passage.
- ☐ Use context clues to figure out the meaning.
- ☐ Think about how I feel about what I read.

7. President Richard Nixon declared a national holiday **N**
- A. to prepare for the astronauts' return.
 - B. to give people a day off from their jobs.
 - C. so people could watch the historic event.
 - D. so the historic event would never be forgotten.

Write your answer to open-ended question A in the space provided.

- A. What was the main purpose of the suits the astronauts wore on the Moon? Support your answer with information from the passage. **O**



Reading Check

Buddy Up

Multiple-Meaning Words

1. Make Sense of It The words *craft* and *plain* have more than one meaning. Look back at the meanings you wrote for these words on page 282. Answer these questions as you tell a partner how you figured out those meanings:

- (1) What meaning did I already know for this word?
- (2) Which words in the paragraph helped me figure out the meaning?
- (3) What else helped me get the meaning?

Now jot down what you'll do the next time a word you know doesn't make sense in a sentence.

2. Get the Right Meaning With a partner, take turns reading the following sentences.

- A. Jenny described herself by saying that she was plain.
- B. Alex liked doing the craft project in art class.

Now use the strategies you learned in this lesson to figure out the meaning of the underlined words. Work together to come up with the best possible meaning for each word. Write your definitions here.

Standardized Test Practice

Choose the best answer for each question.
Fill in the circle in the space provided.

1. The trip to the Moon took
 - A. two days.
 - B. four days.
 - C. one week.
 - D. two weeks.
2. The article states that the *Eagle* settled on the Moon's surface on an open plain. According to the article, what is name of this open plain?
 - A. the Elysian Fields.
 - B. the Sea of Beauty.
 - C. the Desert of Serenity.
 - D. the Sea of Tranquility.

3. Which of the following statements did Neil Armstrong NOT make?
 - A. "That's one small step for a man."
 - B. "Houston, Tranquility Base here."
 - C. "Houston, we've made it."
 - D. "The Eagle has landed."
4. The three astronauts in *Apollo 11* were
 - A. Michael Collins, Edwin Aldrin, Neil Armstrong.
 - B. Michael Collins, Edwin Aldrin, James Lovell.
 - C. John Glenn, Edwin Aldrin, Neil Armstrong.
 - D. Edwin Aldrin, John Glenn, Alan Shepard.

Multiple-Choice Questions

1. (A) (B) (C) (D)

2. (A) (B) (C) (D)

3. (A) (B) (C) (D)

4. (A) (B) (C) (D)

GET READY TO READ!

READING TEST: TYPE 2

Connect

Quickwrite What reality TV shows have you seen? Jot down their titles on the lines below.

All of the shows you listed explore real-life experiences. Those experiences are the common “link” between the shows. Likewise, the two reading passages in **Reading Test: Type 2** are linked. Both of the passages are about the transcontinental railroad. This lesson will show you how to do your best on a test with linked passages.

Did You Know?

Building Background Here’s a quick look at what you should know about a test with linked readings.

- Two or more reading passages are linked.
- The test begins with directions and an opening paragraph. The paragraph describes the link between the two passages.
- The linked passages are followed by multiple-choice questions.
- The first questions are about the first passage.
- The next questions are about the second passage.
- The last questions are about both passages.
- To answer the questions, you might need to
 - **find** the answer in one of the passages
 - **gather** information from both passages
 - **combine** what you know with what the passages tell you

Reason to Read

Setting a Purpose for Reading Read **Reading Test: Type 2** to find out what to do and how to answer the questions. As you read the linked passages, you will also learn about the transcontinental railroad.

Test power

Test-Taking Tips

For extra help with taking tests, use these tips.

- Ask your teacher if it’s OK to write in the test booklet. If it’s OK, underline key words and jot down notes—just like you’re doing in this **Glencoe Reader**.
- Answer the easy questions first. Then go back to the questions you skipped.
- On a hard question, try to narrow down your choices. Get rid of answer choices you know are wrong. From the choices that are left, pick the best answer.
- Budget your time well. Try to leave enough time to review your answer sheet. Make sure you didn’t miss any questions and that you’ve marked your answers correctly.
- Get plenty of rest before the test and eat a good breakfast so you can think clearly.

What You’ll Learn

Key Goals As you read, look for notes about these important skills. They’ll help you understand the test better.

🔑 **Reading Focus:** Scan

🔑 **Think It Over:** Main Idea

🔑 **Reading Coach:** Reading for Key Words

Reading Test Type 2 A

DIRECTIONS

Read the next two selections. Then answer the questions that follow them.

Most people who travel today use planes and cars. Not too long ago, though, another method of transportation was equally important. The writers of the two essays that follow describe the transcontinental railroad and explain its importance to the growth of the United States.

The Transcontinental Railroad

- 1 Before the transcontinental railroad was built, westward travel and shipping were time-consuming and dangerous. For the settlers who lived in the West, it was nearly impossible to receive regular shipments of goods and supplies. The solution had always been a coast-to-coast railroad, but applying it took time. B
- 2 The final push for the rail linkup started in 1863 as the Union Pacific Railroad began laying track westward, starting in Omaha, Nebraska. Far to the west in Sacramento, California, workers for the Central Pacific Railroad began laying track eastward. The work was difficult, and the crews met with many delays and hardships as they cut their way through the harsh and varied landscape of the West. C

Reading Coach

Reading for Key Words

Mark the text Underline key words in the test items before you read the essays. The key words tell you what details to look for in the essays. A

Model: In test item 1, I'll underline "rail travel," "West," and "important" so I will remember to find out why rail travel to the West was important.

Mark the text Underline these key words in test item 1.

Reading Focus

Scan Glance quickly over this paragraph to find details about the key words you underlined in test item 1. Circle the words that tell why rail travel West was important. B



Main Idea As you read each paragraph, ask yourself, What is the most important idea here? Then write a note about that main idea. What note will you write for paragraph 2? Jot it below. C



Summarize While the essay is fresh in your mind, jot down a note that states the main ideas of the essay in your own words. **D**



Main Idea What is the most important idea of this paragraph? Write a note about it on the lines below. **E**



Scan Recall from your preview that test item 5 asks about the release date of the movie *Union Pacific*. Scan the essay for dates related to the key words "Union Pacific." Circle the date of the movie's release. **F**

Mark the text

3 The two sets of tracks finally met at Promontory Point, Utah, on May 10, 1869. The new railroad linked the United States from coast to coast. A journey that had once taken four to six months could now be made in six days. The development opened up the western United States to settlement that continues to this day. **D**

A Reason to Celebrate

1 It was 1939, the seventieth birthday of the transcontinental railroad, which had been completed in 1869. These thousands of miles of rails had connected the West to the rest of the United States. In Hollywood a respected and famous movie producer, Cecil B. DeMille, was about to release a new blockbuster film called *Union Pacific*. The film honored the work of the railroad that had laid tracks stretching westward from Omaha into Utah. There the Union Pacific met the Central Pacific, and a transcontinental railroad was complete. **E**

2 Since the headquarters of the Union Pacific Railroad was in Omaha, the film was to have its premiere there. Like most people in the United States, Omahans were glad to have an excuse to celebrate something. The Great Depression had been going on since 1929, and many people were out of work. Everyone wanted something that would help them forget their worries about money. A celebration was welcome.

3 Plans were made for everybody in the city to take part in the premiere. Men were asked to grow beards, and men and boys dressed like cowboys and businessmen of the nineteenth century. Women and girls bought or sewed long dresses with matching sunbonnets. Parades were planned, along with parties and dances. The film *Union Pacific* opened in April of 1939. The celebration was on! **F**

**Use “The Transcontinental Railroad”
to answer questions 1 through 4.**

1. Why was rail travel to the West so important? **G**
 - A. Nobody lived west of Omaha, Nebraska.
 - B. It was the only way workers could see the country.
 - C. It was the only way war supplies could reach the southern states.
 - D. It greatly reduced the travel time and the danger of a transcontinental trip.
2. Workers laid track from which two directions? **H**
 - A. East and west
 - B. South and east
 - C. North and west
 - D. North and south
3. A good title for this essay would be — **I**
 - A. “Railroad Completed Despite Serious Hardships”
 - B. “Workers Create Problems for Railroad Companies”
 - C. “Transcontinental Railroad Connects Country Coast to Coast”
 - D. “Visit Promontory Point, Utah, Home of the Union Pacific Railroad”

Reading Focus

Scan Glance quickly over the first essay to find the details you circled about

Mark the text

why rail travel to the West was important. Circle the letter of the answer choice that most closely matches what you circled. **G**

Reading Coach

Reading for Key Words

What key words did you underline in test item 2 during your preview? Jot them down on the lines below. **H**

Now look back at your margin notes in the first essay. Look for details that will help you answer the question.

Mark the text

Circle the answer choice that tells the two directions from which track was laid.

Reading Focus

Review Look back at the summary statement you wrote about the main ideas of the first essay. Which answer choice best matches what you wrote? **I**

Mark the text

Now circle the letter of that answer choice.

Reading Focus

Scan Quickly look back at paragraph 1 for the words you circled and for any notes you wrote.

Mark the text Circle the letter of the answer choice that best describes the main point of paragraph 1. **J**

Reading Focus

Clarify A new set of directions means you'll do something different. Ask yourself,

What will be different about answering 5, 6, and 7? Below, write what's different. **K**

Reading Focus

Review Look for the date you circled about the movie release. Then circle

the answer choice that gives the same date. **L**

Mark the text

4. What is the main point of paragraph 1? **J**
 - A. Without railroads, settlement in the West was difficult.
 - B. Two railroad companies worked to complete the railroad.
 - C. The transcontinental railroad linked the North to the South.
 - D. Western settlers could only get their supplies by boat or over land.

**Use “A Reason to Celebrate”
to answer questions 5 through 7. **K****

5. When was the movie *Union Pacific* released? **L**
 - A. in 1869
 - B. in 1929
 - C. in 1939
 - D. in 1970

6. Omahans were ready to celebrate because — **M**
- A. they wanted relief from the worries of the Depression
 - B. they were to receive free rides on the Union Pacific
 - C. they liked movies produced by Cecil B. DeMille
 - D. they enjoyed parades, parties, and dances
7. Men dressed like cowboys, and women put on sunbonnets because — **N**
- A. everyone dressed like that in 1939
 - B. they could feel rich for a few days
 - C. they had to dress like that to find work
 - D. they wanted to dress like people when the railroad began in Omaha

Reading Focus

Scan The key words in this question are “Omahans” and “ready to celebrate.”

Glance quickly at the second essay to find details about these key words. Which paragraph contains the details? Check the paragraph below. **M**

☐ paragraph 1

☐ paragraph 2

☐ paragraph 3

Mark the text

Now circle the letter of the answer choice that best matches the details in that paragraph.

Think It Over

Infer You won't find the answer to this question directly in the essay. Scan the essay for the key words “Men,” “cowboys,” “women,” and “sunbonnets.” Reread the paragraph. On the lines below, jot down the reason men and women dressed up. **N**

Mark the text

Now circle the letter of the answer choice that most closely matches what you wrote.

Think It Over

Key Main Idea To answer a question like this, ask yourself, What is the main idea of the sentence in *italics*? Jot down your answer below. **O**

Mark the text Now circle the letter of the sentence that states almost the same idea you wrote. **O**



Reading Check

Step 1 This lesson focused on three reading skills: reading for key words, scanning, and naming the main idea. Did one skill help you more than the others to answer the test items? Explain.

Step 2 Which strategies will you be most likely to use on the next reading test you take?

Use “The Transcontinental Railroad” and “A Reason to Celebrate” to answer question 8.

8. Read the following sentence from paragraph 1 of “A Reason to Celebrate.”

These thousands of miles of rails had connected the West to the rest of the United States.

Which sentence from the essay “The Transcontinental Railroad” states the same idea? **O**

- A. *The final push for the rail linkup started in 1863 as the Union Pacific Railroad began laying track westward, starting in Omaha, Nebraska.*
- B. *Far to the west in Sacramento, California, workers for the Central Pacific Railroad began laying track eastward.*
- C. *The two sets of tracks finally met at Promontory Point, Utah, on May 10, 1869.*
- D. *The development opened up the western United States to settlement.*



Reading Check

TeamWork

Main Idea

1. Compare Ideas In this lesson, you were asked to jot down a note about the main idea in every paragraph of both essays. Compare your main-idea notes with those of a few classmates. Did you come up with similar notes? How did looking back at your main-idea notes help you to answer the test items? Which test items were you able to answer by using your main-idea notes? Write the numbers of the test items here.

2. Use Your Notes With a few classmates, discuss the wording of your paragraph main-idea notes. Were your notes descriptive enough for you to find the details you needed to answer the test items? How could you make your notes better? Revise the notes based on your discussion. On the lines below, jot down one main-idea note that you have revised. Then use your notes to answer the Test Practice questions below.

Standardized Test Practice

Choose the one best answer for each question and fill in the circle in the space provided.

1. According to the essay "The Transcontinental Railroad," which of the following is NOT true?
 - A. Work crews met with few delays and hardships.
 - B. The transcontinental railroad was completed on May 10, 1869.
 - C. Before the transcontinental railroad was built, settlers had a difficult time getting goods.
 - D. After the transcontinental railroad was built, a journey that once took months took only six days.
2. These essays would be MOST useful to a student writing a report about
 - A. the settling of the American West.
 - B. the history of Hollywood film making.
 - C. the history of the transcontinental railroad.
 - D. life in the United States during the Depression.

3. Which of the following BEST explains why the film *Union Pacific* was important?
 - A. It was produced by Cecil B. DeMille.
 - B. It was released during the Depression.
 - C. It earned a lot of money at the box office.
 - D. It celebrated the work of an important railroad system.
4. Which of the following is an opinion?
 - A. The film *Union Pacific* opened in April of 1939.
 - B. It was 1939, the seventieth birthday of the transcontinental railroad.
 - C. Everyone wanted something that would help them forget their worries about money.
 - D. The Great Depression had been going on since 1929, and many people were out of work.

Multiple-Choice Questions

1. (A) (B) (C) (D)

2. (A) (B) (C) (D)

3. (A) (B) (C) (D)

4. (A) (B) (C) (D)

GET READY TO READ!

ENGLISH/ LANGUAGE ARTS TESTS

Connect

Share Ideas What is your first reaction when you hear that you'll be taking a test in English or language arts? On the lines below, write one complete sentence about your reaction. Use correct spelling, grammar, capitalization, and punctuation.

You used language to write your sentence above. Language arts tests check *how well* you use language. Ask a partner to check your sentence for spelling, grammar, capitalization, and punctuation. Discuss any errors in the sentence and ways to fix them. On the lines below, rewrite your sentence to make it free of errors.

The English/Language Arts tests in this part of *The Glencoe Reader* will give you practice in reading language arts tests. Maybe you'll react differently to a test once you know how to read it.

Did You Know?

Building Background The three tests in this lesson are examples of different English/Language Arts tests.

- **Types 1 and 2** are like the tests given in states that check how well students have learned the state academic standards.
- **Type 3** is called a "norm-based" test. That means that your score is compared with the scores of all students who take the test.

Reason to Read

Setting a Purpose for Reading Read the tests to understand how to answer the items. Read the lessons to learn how to read English/Language Arts tests carefully. Then you will know what to do and how to answer the questions on a real test.

Test power

Test-Taking Tips

The three types of tests you will read do not look the same. For example, the directions are different in each type. Also, the lettering of the answer choices may be different. Learning about these differences will get you set for a real test.

- In test **type 1**, you'll see questions with multiple-choice answers.
- In **type 2**, you'll read a paper that a student wrote for a sixth-grade English class. This test is a peer-editing and revising activity. You've probably done an activity like this in your English class. The questions on this test have multiple-choice answers.
- In **type 3**, you'll also answer multiple-choice questions. Some questions are sentences with blank spaces. You must choose the word that goes best in the blank.

What You'll Learn

Key Goals As you read, look for notes about these important skills. They'll help you understand the tests better.

🔑 **Reading Focus:** Preview

🔑 **Think It Over:** Analyze

🔑 **Reading Coach:** Understanding Text Features

English/Language Arts Test Type 1 **A**

This test section has nine multiple-choice questions.

Choose the best answer for each multiple-choice question. Fill in the circle in the spaces provided for questions 1 through 9 on your answer sheet.

Each sentence in numbers 1 through 4 below has a spelling error. Fill in the circle in the spaces provided on your answer sheet for the letter of the underlined word that is NOT spelled correctly. **B**

1. The music teacher insissted that everyone attend practice.
A B C D
2. Most acters were unhappy with the old raggedy costumes.
A B C D
3. The flight attendant did his best to explane rules to
A B C
the passengers.
D
4. Every student driver had to pass many challenges to
A B
obtain a lisense.
C D

Reading Focus

Preview Look at the parts of the test so you know what to expect. **A**

- Start with the directions in **dark** type. For which test items are you to choose the "best answer"? Write your answer below.

Mark the text

- Now scan the test items. Underline key words that tell what you're being tested on. Check the key words below that you'll underline in test item 5.

- ☐ Which
- ☐ BEST
- ☐ combine
- ☐ the
- ☐ sentences

Reading Coach

Understanding Text Features Test items 1 through 4 on this page have words that are underlined. Ask yourself, Why are these words underlined? Read the highlighted directions. Then write your answer below. **B**

Mark the text

- Now circle the letter under the words in items 1 through 4 that you think are spelled wrong.

Think It Over

Evaluate Item 5 asks you to evaluate sentences A through D. Read each answer choice.

Decide which one most clearly says the ideas in the two short

Mark the text sentences. Circle your answer choice. **C**

Reading Focus

Preview

Preview test item 6 before you read the paragraph. What will

you look for in the paragraph? **D**

Think It Over

Analyze Check the statement below that tells the things you need to remember about sentences to answer questions 6 and 7. **E**

- ☐ what the action is in a sentence and who does the action
- ☐ what a complete sentence is and what a subject is

Mark the text Circle the letters of the answer choices that best fit with what you know about complete sentences and sentence subjects.

5. Which is the BEST way to combine the sentences below? **C**

We went camping last week. We were bothered by mosquitoes.

- A. Going camping, we were bothered by mosquitoes last week.
- B. Last week we were bothered by mosquitoes, and we went camping.
- C. Last week we went camping, so we were bothered by mosquitoes.
- D. When we went camping last week, we were bothered by mosquitoes.

Use the paragraph below to answer question 6. **D**

¹Antonio woke up late and was trying to hurry. ²He took time to look out the window, though. ³He wanted to see what was making so much noise. ⁴A flock of parrots in a tree all kinds of whistles and other noises.

6. Which is NOT a complete sentence in the paragraph above? **E**
- A. sentence 1
 - B. sentence 2
 - C. sentence 3
 - D. sentence 4
7. Which word in the sentence below is the subject?
- Looking left and right, Julia crossed the street.
- A. Looking
 - B. Julia
 - C. crossed
 - D. street

8. Which word BEST fills in the blank in the sentence below? **F**

Many _____ backpacks were worn out by the end of the year.

- A. students's
- B. students
- C. students'
- D. student's

9. Which change should be made to the sentence below to make it correct? **G**

The trees blow wildly during last night's storm.

- A. change *trees* to *tree's*
- B. change *blow* to *blew*
- C. change *wildly* to *most wildly*
- D. change *night's* to *night*

Reading Coach

Understanding Text

Features The word *best* in all CAPITAL letters tells you that each answer choice may seem correct but only one choice is BEST. Put each answer choice in the blank of the sentence. Ask yourself, Which answer is BEST? **F**

Model: *I own, or possess, my backpack. So the answer I want should show possession. An apostrophe shows possession, so **B** is wrong. In this sentence, the word many means "more than one," so the word in the blank should be plural.*

Mark the text

Circle the letter of the best answer.

Reading Focus

Clarify Make sure you understand what you should do for questions like item 9.

Look at the key words you underlined in your preview of the test. Then rewrite the instructions in your own words on the lines below. **G**

Mark the text

Circle your answer choice.

PLEASE STOP! DO NOT GO ON TO THE NEXT PAGE.



Buddy Up

🔑 Analyze

1. Find the Error With a partner, look back at question 9 on page 299. Discuss how you figured out the error in the sentence. Did you see the error right away? What steps did you take to figure it out? On the lines below, summarize the steps you might use to figure out the answer the next time you see a question like this.

2. Plan Your Steps With a partner, look over your answers to test items 1 through 9. Which items were more difficult for you? What made them difficult? The directions? Key words? Answer choices? A combination of things? Work together to figure out how you might work through the problem next time. On the lines below, write what was difficult for you. List the steps you will use to work through the same kind of question next time.

Standardized Test Practice

Choose the best answer for each question.
Fill in the circle in the space provided.

- What is the BEST way to combine the two sentences below?
The parrots made all kinds of noises and whistles. Antonio liked to listen to the parrots' noises and whistles.
A. Antonio liked to listen while his parrots were making all kinds of funny noises and whistles.
B. The parrots made all kinds of noises and whistles, and Antonio liked to listen to them.
C. After making all kinds of noises and whistles, Antonio liked to listen to the parrots.
D. The parrots' noises and whistles were enjoyed by Antonio.
- Which underlined word in the sentence below is NOT spelled correctly?
The phsician went to check on his patients at the hospital.
A B C D

- Which change should be made to the sentence below to make it correct?
The tulip bulbs we planted are eaten by the squirrels.
A. Change *tulip* to *tulips*.
B. Change *planted* to *planting*.
C. Change *are* to *were*.
D. Change *eaten* to *ate*.
- Which word BEST fills in the blank in the sentence below?
Amelia planned to visit her _____ favorite cities.
A. parent
B. parents
C. parents'
D. parentses'

Multiple-Choice Questions

- Ⓐ Ⓑ Ⓒ Ⓓ
- Ⓐ Ⓑ Ⓒ Ⓓ
- Ⓐ Ⓑ Ⓒ Ⓓ
- Ⓐ Ⓑ Ⓒ Ⓓ

English/Language Arts Test Type 2 ■

Paul has written a paper explaining the steps in a process. As part of a peer-editing conference, he wants you to read his paper and to suggest how he might improve and correct it. When you are finished reading, answer the multiple-choice questions that follow.

How to Wash a Dog

(1) Here's how you wash a dog—

(2) First fill the bathtub with water. (3) Put the dog in the tub, and rinse him all over get the dog nice and wet.

(4) When you put the shampoo on just use a little. (5) There are speshul shampoos made just for dogs. (6) At the end dry off the dog. (7) Just use a towel, which you should put in the wash afterwards. (8) When you give a dog a bath, the dog will be standing up in the tub and that is slippery so you should use a mat then the dog won't slip and fall.

(9) That's all there is to washing a dog.

1 What is the best way to revise sentence 1? ■

- A Some steps tell how to wash a dog.
- B About washing a dog, it can be messy.
- C I love to wash my dog, and my dog likes it too.
- D When you want to wash a dog, consider following these steps.



Preview Find out what you will need to know by previewing. Read the introduction to the passage and skim the test items.



Underline key words that tell you what to look for in Paul's paper. Which of the following do the test items ask about? ■

- ☐ revise sentences
- ☐ reorder sentences
- ☐ rewrite sentences
- ☐ combine sentences



Analyze When you come to a "revise" question, try to figure out what's wrong with the sentence. Read sentence 1 carefully. Then skim the title and the other sentences in the paper. What do you think is wrong with sentence 1? ■



Now read the answer choices. Circle the letter of the best answer.

Reading Focus

Identify Sequence

This kind of question asks you to think about the order steps should come in. Read the choices to see which sentence connects with or adds to the information in sentence 2. **J**

Model: Sentence 2 is about getting the bathtub ready. Sentence 5 is about shampoo. That doesn't make sense with 2. I'll try sentences 6, 8, and 9. I'll choose the sentence that talks about getting ready for the bath.

Mark the text Circle the letter of your answer choice.

Reading Focus

Preview You saw the word "process" when you previewed the introduction to this test. On the lines below, jot down what *process* means in the introduction. **K**

Mark the text Circle the letter of the sentence that is *not* part of a process.



Analyze As you read sentence 3, decide what's wrong with it. Then read the answer choices. Circle the

Mark the text letter of the choice that is clearest and most correct. **L**

- 2 Which sentence should follow the step described in sentence 2? **J**
 - A Sentence 5
 - B Sentence 6
 - C Sentence 8
 - D Sentence 9
- 3 Which sentence does not help the writer explain a process? **K**
 - A Sentence 4
 - B Sentence 5
 - C Sentence 6
 - D Sentence 7
- 4 What is the best way to rewrite sentence 3? **L**
 - A Put the dog in the tub. Then rinse him all over. Getting him nice and wet.
 - B Put the dog in the tub. Then rinse him all over to get him nice and wet.
 - C Put the dog in the tub to get him nice and wet, rinsing him all over.
 - D When the dog is in the tub and all wet rinse him all over.

- 5 What is the best way to rewrite sentence 8? **M**
- A When you give a dog a bath, the dog will be standing up in the slippery tub. Use a mat so your dog won't slip or fall.
 - B When you give a dog a bath, the dog could slip and fall so use a mat in the slippery tub.
 - C Give a dog a bath in a slippery tub, adding a mat so he won't fall.
 - D Make no change
- 6 What change, if any, should be made in sentence 5? **N**
- A Change *There* to *Their*
 - B Change *speshul* to *special*
 - C Change *shampoos* to *shampus*
 - D Make no change
- 7 Which sentence explains the last step in the process of washing a dog? **O**
- A Sentence 2
 - B Sentence 3
 - C Sentence 7
 - D Sentence 9

Think It Over

Evaluate This question asks you to **evaluate**, or judge, which answer choice is clearest and most complete. **M**

Try reading the choices quietly to yourself to hear how they sound. Which answer choice is easiest to understand?

Mark the text Circle the letter of your answer choice.

Think It Over

Analyze Notice that the corrections here are all for misspelled words. Look for a spelling error in sentence 5.

If you find an error, circle the letter of the correction. If there's no error, circle D. **N**

Reading Focus

Identify Sequence

Ask yourself, Where am I most likely to find the last step in a process? Which sentence should I check first? **O**

 If you're wrong, which sentence will you check next?

Mark the text Circle the letter of the sentence that tells the last step in the process.

TeamWork

Preview

Sum It Up In a small group, discuss your preview of the test. Talk about what you did—what you looked at first and which key words you underlined. Which test items did your preview help you to answer?

In your group, come up with three reasons why previewing a test is a good idea. Write your reasons on the lines here.

1. _____

2. _____

3. _____

Standardized Test Practice

Answer questions 1 through 4 by filling in the circles in the space provided.

1. What word, if any, is misspelled in sentence 2 or 3 of Paul's paper?
 A. fill
 B. bathtub
 C. rinse
 D. No misspelling
2. What is the best way to revise sentence 2?
 A. Begin by putting water in the bathtub.
 B. You should fill the bathtub with water.
 C. Begin by filling the bathtub with water.
 D. You should then fill the bathtub with water.

3. What is the best way to rewrite sentence 4?
 A. Just when you put on the shampoo, use a little.
 B. When you put on just the shampoo, use a little.
 C. When you put the shampoo on, use just a little.
 D. Use just a little shampoo, when you put the shampoo on.
4. What is the best way to combine sentences 6 and 7?
 A. Finally, dry the dog off with a towel, which you should then wash.
 B. At the end, dry off the dog using a towel and washing it afterwards.
 C. When the dog is clean, dry it off with a towel and then put it in the wash.
 D. At the end of the bath, dry the dog off with a towel and put the towel in the wash.

Multiple-Choice Questions

1. (A) (B) (C) (D) 2. (A) (B) (C) (D) 3. (A) (B) (C) (D) 4. (A) (B) (C) (D)

English/Language Arts Test Type 3

Directions

Here is an example of a brief report a student wrote for her social studies class. Read the passage. Then answer numbers 1 and 2.

Julia Morgan, Architect

¹ Julia Morgan was a woman of “firsts.” ² She was one of the first women to become an influential architect in the 1900s. ³ Engineering was what she first decided to study. ⁴ In 1894, she received a degree in civil engineering. ⁵ She was also one of the first women to earn this degree. ⁶ Because Julia finished her engineering degree, one of her teachers encouraged her to study architecture. ⁷ Julia went to Paris to study. ⁸ She went to the world-famous School of Fine Arts.

1 Which is the best way to combine Sentences 4 and 5? 

- A** In 1894, she was also one of the first women to earn this degree in civil engineering.
- B** She received a degree in civil engineering in 1894, being one of the first women to earn this degree.
- C** In 1894, she received a degree in civil engineering and was one of the first women to earn such a degree.
- D** She received a degree in civil engineering in 1894, she was also one of the first women to earn this degree.

Reading Focus

 **Preview** Skim the parts of the test so you know what to expect. Read each set of directions. Also, underline key words in the test items. 

Which test items go with the boxed paragraph on this page? Check all that apply.

- ☐ number 1
- ☐ number 2
- ☐ number 3
- ☐ number 4
- ☐ number 5



 **Analyze** Carefully reread sentences 4 and 5. The combined sentence that you choose should

- have the same ideas and meaning as in sentences 4 and 5
- make sense
- use good grammar
- be punctuated correctly

 **Mark the text** Now circle the letter of the best answer choice. 

Reading Coach

Understanding Text

Features Circle the first word of each answer choice for number 2. Reread sentences 1 through 5 in the boxed paragraph. Then ask yourself, Which answer choice begins with a word that best links sentence 6 with the sentences before it? Circle the letter of the best answer. **R**

Mark the text

Reading Focus

Preview A new set of directions is a sign that you will do something different. Read the directions and look at numbers 3 and 4. On the lines below, write what you will do now. **S**

Reading Focus

Visualize You may not recognize the correctly spelled word right away, but you may have seen it in your reading. Try to visualize, or picture in your mind's eye, each word as it looked when you read it. **T**

Mark the text

For numbers 3 and 4, circle the spellings that come closest to matching the words as you picture them.

2 Which would be the best way to rewrite Sentence 6? **R**

- F** Since Julia finished her engineering degree, one of her teachers encouraged her to study architecture.
- G** After Julia finished her engineering degree, one of her teachers encouraged her to study architecture.
- H** Whenever Julia finished her engineering degree, one of her teachers encouraged her to study architecture.
- J** However, Julia finished her engineering degree, one of her teachers encouraged her to study architecture.

Directions

For numbers 3 and 4, choose the word that is spelled correctly to best complete the sentence. **S**

3 His mother served _____ with his steak. **T**

- A** cabbaje
- B** cabidge
- C** cabbage
- D** cabedge

4 The ends of the paper were _____. **T**

- F** perferated
- G** purverated
- H** purforated
- J** perforated

Directions

For numbers 5 and 6, choose the answer that is written correctly and that shows correct capitalization and punctuation. **U**

- 5** **A** After a couple of hour's of sleep, you'll feel ready for the party.
- B** The DiMandis house was full of people before the celebration.
- C** Have you seen my grandmothers' outfit for the dance tonight?
- D** I don't think that Louisa's friend would mind if you came to the party.
- 6** **F** "Maybe they won't ask me to go" he shouted!
- G** Mark asked "Do you know when I'll be invited to go?"
- H** "Why didn't I get the invitation yet? he wondered aloud."
- J** "I don't understand why I wasn't invited," he said quietly.

Directions

For numbers 7 through 9, choose the word that means the opposite of the underlined word. **V**

- 7** healthy looking
- A** kind
- B** good
- C** scary
- D** sickly

Think It Over

Key Analyze For test items like numbers 5 and 6, look at the capitalized words and the punctuation in each answer choice. **U**

Mark the text If you see an error that you're sure about, cross out that answer choice.

Next, think about the rules of capitalization and punctuation that you know. Cross out any answer choices that don't follow those rules. Of the choices that remain, circle the letter of the best answer.

Reading Coach

Key Understanding Text Features Look closely at any word that is underlined in the directions or test items. What will you look for in items like number 7? Write your answer below. **V**

Mark the text Now circle your answer choice for number 7.

**Think
It Over**

Recall Test items like numbers 8 and 9 check your vocabulary—the words you already know. If you don't recognize a word right away, don't worry. Try to remember if you've seen or heard it before. Then choose the answer choice that seems to make the most sense. **W**

Mark the text Circle your answer choices for 8 and 9.

**Reading
Coach**

Understanding Text Features Notice that numbers 10 and 11 have two sentences plus answer choices. Read the directions. What are you supposed to do? **x**

**Think
It Over**

Evaluate For test items like 10 and 11, put each answer choice in the blank of each sentence. If you're sure the word doesn't make sense in a sentence, cross out that answer choice. Circle the letter of the answer that makes sense in both sentences. **y**

Mark the text

8 will ban **W**

F include

G enter

H open

J ask

9 deserted street

A easy

B busy

C paved

D empty

Directions

For numbers 10 and 11, read the sentences. Then choose the word that correctly completes both sentences. **x**

10 Scientists _____ an interest in the world around them. **y**

We saw the _____ at the museum.

F art

G see

H exhibit

J provide

11 I took the _____ from the airport.

The carpenter used the _____ to make the wood level.

A bus

B taxi

C plane

D hammer

Going Solo

Understanding Text Features

Find the Features Find an example in this test of each feature listed below. On the lines, write the item number where you found the text feature. Then explain how that feature can help you take a test.

blanks in sentences _____

boxed passage _____

numbered sentences _____

underlined words _____

words in dark type _____

Standardized Test Practice

Answer numbers 1 through 4 by filling in the circles in the space provided.

1. Choose the word that is spelled correctly to best complete the sentence.
My mother served _____ and steak.
A. brocilli
B. brocolli
C. broccoli
D. broccolli
2. Choose the word that means the opposite of the underlined word.
will allow
F. permit
G. refuse
H. forbid
J. state

For numbers 3 and 4, choose the answer that is written correctly and that shows correct capitalization and punctuation.

3. A. "Stop eating with your fingers" she shouted.
B. "Stop eating with your fingers" she shouted!
C. "Stop eating with your fingers!" she shouted.
D. "Stop eating with your fingers," she shouted!
4. F. Max and I are going to Janes party on friday night.
G. Max and I are going to Janes' party on friday night.
H. Max and I are going to Janes' party on Friday night.
J. Max and I are going to Jane's party on Friday night.

Multiple-Choice Questions

1. (A) (B) (C) (D)

2. (F) (G) (H) (J)

3. (A) (B) (C) (D)

4. (F) (G) (H) (J)

GET READY TO READ!

WRITING PROMPTS

Connect

Knock knock.

Who's there?

Butter!

Butter who?

Butter wrap up. It's cold out here!

Think-Pair-Share What knock-knock jokes do you know? On the lines below, write a knock-knock joke to share with a partner.

The lines of a knock-knock joke get you thinking. All but the first and last lines *prompt* you to answer. In the same way, a **writing prompt** gets you thinking. It *prompts* you to write about what you know.

This section of **The Glencoe Reader** has three sample writing prompts. The lesson will show you how to read the prompts.

Did You Know?

Building Background A writing prompt might ask your opinion about a topic. Or a prompt might ask you to explain something you know about. This lesson will help you to read three types of prompts.

- The first prompt, **type 1**, gives the writing topic and lists three ways that you can write about the topic. You pick only one of the ways. As you write your paper, you work through the five stages of the writing process.
- The second prompt, **type 2**, gives a writing situation. Then it tells how you should write about the situation.
- The last prompt, **type 3**, tells you what to write about. It also gives a list of tips to remember as you write.

Reason to Read

Setting a Purpose for Reading Read the writing prompts carefully so you know exactly what you are supposed to do on a writing test.

Test power

Test-Taking Tips

A writing test is not a test on which you pick an answer from four or five choices and then move on. On a writing test, you need to think about, plan, and write your own answer.

Begin by reading the prompt carefully.

- If you can write on the test itself, underline or jot down key words in the prompt. Look for writing tips that the prompt may suggest.
- Take a minute or two to jot down what you know about the topic. Freewrite to jog your memory. List facts, ideas, thoughts, and experiences that come to mind.
- Be sure you understand what type of writing you can do. For example, are you to take a stand on a topic? Tell a personal experience? Persuade someone?
- Review the directions about writing your answer. Should you write on paper or in the test booklet? Can you make notes in the test booklet?

What You'll Learn

Key Goals In this lesson, look for notes about these important skills. They'll help you understand the test better.

➔ **Reading Focus:** Skim

➔ **Think It Over:** Infer

➔ **Reading Coach:** Reading a List

WRITING PROMPT: TYPE 1 A

Directions

This test will show how well you can write about a topic in a certain amount of time. The test is divided into five parts. Read the directions and note the time limit suggested for each part. If you finish a part before the suggested time, go on to the next part. You will be given a Response Booklet for your work.

Part 1: Prewriting Read the topic, decide which type of paper to write, brainstorm for ideas, and plan your paper. (10 minutes)

Part 2: Drafting Draft your paper following your prewriting plan. Don't worry about errors. You will revise later. (30 minutes)

Part 3: Revising Make sure you have stated your ideas in a clear and logical way. Check the organization and correct errors in spelling, grammar, mechanics, and usage. (20 minutes)

Part 4: Preparing the Final Draft Copy your revised draft into your Response Booklet. Use blue or black ink. Write or print neatly. (15 minutes)

Part 5: Proofreading Check your paper one last time for errors. Make corrections and changes neatly. (5 minutes)

Writing Topic

In many cities, walkers and runners are forced to move aside to avoid neighbors walking their dogs on long leashes or with no leash at all. While most dogs are friendly, some try to jump on a walker or chase a runner. Write about city dogs, their owners, and the situation in crowded places. Your paper must be one of the following:

- your ideas about rules for dog walkers
- a real or imagined story about meeting a dog and its owner in your neighborhood
- a list of tips for being safe around dogs B



Skim Quickly look over the page. Underline key words and use marks to



show your thoughts as you read. Put a **?** by something you have a question about. Put a **★** by something you want to remember. What mark will you make before the list in the box? Draw it here. A



Reading a List The black dots at the bottom of the box are called bullets. Bullets are used in a list of items. Each bullet starts a new item in the list. Always read the sentence that comes before the bullets. That sentence tells what the list is about. In your own words, write what the sentence before the bullets tells you. B



Skim Quickly skim, or look over, the headings so you know how the

Mark the text

prompt is set up. Circle the heading for the part that tells you what to write. Now skim the sentences and underline the key words. What words will you underline under Writing Situation? Write them on the lines below. **C**



Infer What kind of paper should you write? Check the kind of writing below. **D**

- ☐ tell a story
- ☐ explain
- ☐ describe
- ☐ persuade



Respond On the lines below, jot down the title of your favorite book. **E**

WRITING PROMPT: TYPE 2 **C**

WRITING SITUATION:

Most people have a favorite book.

DIRECTIONS for WRITING:

Think about your favorite book. Now write about why that book is your favorite. **D E**

WRITING PROMPT: TYPE 3

Write a composition about students your age playing in organized sports.

The information in the box below will help you remember what you should think about when you write your composition.

REMEMBER—YOU SHOULD

- ☐ write about students your age playing in organized sports
- ☐ make your writing interesting to the reader
- ☐ check that each sentence you write helps the reader understand your composition
- ☐ check that your ideas are clear and easy for the reader to follow
- ☐ write about your ideas in detail so that the reader really understands what you are saying
- ☐ look for and correct errors in spelling, capitalization, punctuation, grammar, and sentences



F

Key Infer Read the sentence in the first box. Underline the words that explain the topic of your paper. What kind of paper should you write? Check the kind of writing below. **F**

Mark the text

- ☐ tell a story
- ☐ describe
- ☐ explain
- ☐ persuade
- ☐ any kind I want

G

Reading Coach

Key Reading a List The second box has a list of items. The words in CAPITAL letters tell what the list is about. On the lines below, write what the list is about. **G**

In this list, should you do only one of the reminders, or should you do all of the reminders?

Buddy Up

Reading a List

1. Check It Out With a partner, look at the list on page 311 and the list on page 313. The two lists look different. What differences do you see?

The two lists are about different things. What is the list on page 311 about?

What is the list on page 313 about?

2. Make a List On the lines below, write a list of questions to ask yourself the next time you see a list on a test. Use bullets or some other symbol to signal each item on your list.

Standardized Test Practice

Choose the best answer for each question.
Fill in the circle in the space provided.

- | | |
|--|---|
| <p>1. Which of the following is NOT true about Writing Prompt: Type 2?</p> <p>A. It has a list.</p> <p>B. It has two parts.</p> <p>C. It asks you to explain a topic.</p> <p>D. It reminds you to think about your favorite book.</p> | <p>3. Writing Prompt: Type 1 asks you to write about</p> <p>A. why you should read lists carefully.</p> <p>B. why a book that I like is my favorite.</p> <p>C. students playing in organized sports.</p> <p>D. dogs and their owners in crowded cities.</p> |
| <p>2. Which of these statements is TRUE of all three writing prompts?</p> <p>A. Every prompt gives information in a list.</p> <p>B. Every prompt gets you thinking about a topic.</p> <p>C. Every prompt gives several topics and lets you pick one.</p> <p>D. Every prompt tells you the kind of paper to write: to tell a story, explain, describe, or persuade.</p> | <p>4. Which of the following is NOT something you should remember in Writing Prompt: Type 3?</p> <p>A. Correct all errors.</p> <p>B. Write an opinion paper.</p> <p>C. Make your writing interesting.</p> <p>D. Make sure that your ideas are clear.</p> |

Multiple-Choice Questions

- | | | | |
|--------------------|--------------------|--------------------|--------------------|
| 1. (A) (B) (C) (D) | 2. (A) (B) (C) (D) | 3. (A) (B) (C) (D) | 4. (A) (B) (C) (D) |
|--------------------|--------------------|--------------------|--------------------|

REFERENCE

Reading Handbook 316

Identifying Words and Building Vocabulary

Reading Fluently

Reading for a Reason

Becoming Engaged

Understanding What You Read

Thinking About Your Reading

Understanding Text Structure

Reading for Research

Reading Consumer, Workplace, and

Public Documents

Hot Words Journal 334

Acknowledgments 340

Reading Handbook

Ever notice that words are everywhere? They're on food labels and gum wrappers, in movie credits and CD booklets, in mail and e-mail, in textbooks and comic books. And reading those words is unavoidable. Have you ever tried *not* reading the words you see on a billboard? Can't do it, can you?

This handbook focuses on skills and strategies that can help you understand what you read. The strategies you use to understand individual words are pretty much the same, no matter what you're reading. But the strategies you use to understand whole texts depend on the kind of text you're reading. In other words, you don't read a news article the way you read a novel. You read a news article mainly for information; you read a novel mainly for fun. To get the most out of your reading, you need to choose the right reading strategy to fit the reason you're reading.

USE THIS HANDBOOK TO HELP YOU LEARN

- how to identify new words and build your vocabulary
- how to read fluently
- how to adjust the way you read to fit your reason for reading
- how to become an engaged reader
- how to use specific reading strategies to better understand what you read
- how to use critical thinking strategies to think more deeply about what you read

You'll also learn about

- text structures
- reading for research
- reading consumer, workplace, and public documents

Identifying Words and Building Vocabulary

What do you do when you come across a word you don't know? Do you skip over the word and keep reading? If you're reading for fun or entertainment, you might. And that's just fine. But if you're reading for information, an unfamiliar word may get in the way of your understanding. When that happens, try the following strategies to figure out how to say the word and what it means. These strategies will help you better understand what you read. They will also help you increase the vocabulary you use in everyday speaking and reading.

Reading Unfamiliar Words

Sounding the word out One way to figure out how to say a new word is to sound it out, syllable by syllable. Look carefully at the word's beginning, middle, and ending. Inside the new word, do you see a word you already know how to pronounce? What vowels are in the syllables? Use the following tips when sounding out new words.

ASK YOURSELF

- What letters make up the beginning sound or beginning syllable of the word?
Example: In the word *coagulate*, *co-* rhymes with *so*.
- What sounds do the letters in the middle part of the word make?
Example: In the word *coagulate*, the syllable *ag* has the same sound as the *ag* in *bag*, and the syllable *u* is pronounced like the letter *u*.
- What letters make up the ending sound or syllable?
Example: In the word *coagulate*, *late* is a familiar word you already know how to pronounce.
- Now try pronouncing the whole word:
co ag u late.

Using word parts Sounding out an unfamiliar word syllable by syllable is one way to learn how to say the word. Looking closely at the parts of the word is another way. By studying word parts—the root or base word, prefixes, and suffixes—you may discover more than just how to pronounce a word. You may also find clues to the word's meaning.

- **Roots and base words** The main part of a word is called its **root**. When the root is a complete word, it may be called the **base word**. Many roots in English come from an old form of English called Anglo-Saxon. You probably know many of these roots already. For example, *endearing* and *remarkable* have the familiar words *dear* and *mark* as their roots. Other roots come from Greek and Latin. You may not be as familiar with them. For example, the word *spectator* contains the Latin root *spec*, which means "to look at."

When you come across a new word, check whether you recognize its root or base word. It can help you pronounce the word and figure out the word's meaning.

- **Prefixes** A prefix is a word part that can be added to the beginning of a root or base word. For example, the prefix *semi-* means "half" or "partial," so *semicircle* means "half a circle." Prefixes can change, or even reverse, the meaning of a word. For example, *un-* means "not," so *unhappy* means "not happy."
- **Suffixes** A suffix is a word part that can be added to the end of a root or base word to change the word's meaning. Adding a suffix to a word can also change that word from one part of speech to another. For example, the word *joy* (which is a noun) becomes an adjective when the suffix *-ful* (meaning "full of") is added. *Joyful* means "full of joy."

Determining a Word's Meaning

Using syntax Like all languages, the English language has rules and patterns for the way words are arranged in sentences. The way a sentence is organized is called the **syntax** of the sentence. If English is your first language, you have known this pattern since you started talking in sentences. If you're learning English now, you may find the syntax is different from the patterns you know in your first language.

In a simple sentence in English, someone or something (the **subject**) does something (the **predicate** or **verb**) to or with another person or thing (the **object**).

The **dog** *chased* the **cat**.

Sometimes **adjectives**, **adverbs**, and **phrases** are added to spice up the sentence.

The scruffy brown dog **angrily** chased **the adorable little** cat **around the corner**.

CHECK IT OUT

Knowing about syntax can help you figure out the meaning of an unfamiliar word. Just look at how syntax can help you figure out the following nonsense sentence.

The blizzy kwarkles sminched the flerky fleans.

Your experience with English syntax tells you that the action word, or verb, in this sentence

is *sminched*. Who did the *sminching*? The *kwarkles*. What kind of kwarkles were they? *Blizzy*. Whom did they *sminch*? The *fleans*. What kind of fleans were they? *Flerky*. Even though you don't know the meaning of the words in the nonsense sentence, you can make some sense of the entire sentence by studying its syntax.

Using context clues You can often figure out the meaning of an unfamiliar word by looking at its context (the words and sentences that surround it).

DO IT!

To learn new words as you read, follow these steps for using context clues.

1. Look before and after the unfamiliar word for
 - a definition or a synonym (another word that means the same as the unfamiliar word)
*Some outdoor plants need to be **insulated**, or shielded, against cold weather.*
 - a general topic associated with the word
*The painter brushed **primer** on the walls before the first coat of paint.*
 - a clue to what the word is similar to or different from

*Like a spinning top, the dancer **pirouetted** gracefully.*

—an action or a description that has something to do with the word

*The cook used a **spatula** to flip the pancakes.*

2. Connect what you already know with what the author has written.
3. Predict a possible meaning.
4. Use the meaning in the sentence.
5. Try again if your guess does not make sense.

Using reference materials Dictionaries and other reference sources can help you learn new words. It takes a little time to look up a word in a reference book, but it's worth the effort. Check out these reference sources:

- A **dictionary** gives the pronunciation and the meaning or meanings of words. Some dictionaries also give other forms of words, their parts of speech, and synonyms. You might also find the historical background of a word, such as its Greek, Latin, or Anglo-Saxon origins.
- A **glossary** is a word list that appears at the end of a book or other written work and includes only words that are in that work. Like dictionaries, glossaries have the pronunciation and definitions of words. However, the definitions in a glossary give just enough information to help you understand the words as they are used in that work.
- A **thesaurus** lists groups of words that have the same, or almost the same, meaning. Words with similar meanings are called **synonyms**. Seeing the synonyms of words can help you build your vocabulary.

Understanding denotation and connotation Words have two types of meaning. Each word has a **denotation**, which is the literal meaning, the meaning you find in dictionaries. Many words also have a **connotation**, which is a meaning or feeling that people connect with the word.

For example, you may say that flowers have a *fragrance* but that garbage has a *stench*. Both words mean "smell," but *fragrance* has a pleasant connotation, while *stench* has a very unpleasant one. As you read, it's important to think about the connotation of a word to completely understand what a writer is saying.

Recognizing Word Meanings Across Subjects

Have you ever learned a new word in one class and then noticed it in your reading for other subjects? The word probably won't mean exactly the same thing in each class. But you can use what you know about the word's meaning to help you understand what it means in a different subject area.

CHECK IT OUT!

Look at the following example from three subjects:

Social studies: One major **product** manufactured in the South is cotton cloth.

Math: After you multiply those two numbers, explain how you arrived at the **product**.

Science: One **product** of photosynthesis is oxygen.

You may know that a product is something manufactured by a company. In math, a product is a number that you get from multiplying two numbers. In science, it's the result of a chemical reaction. In all three subject areas, a product is the result of something.

Reading Fluently

Reading fluently is reading easily. When you read fluently, your brain recognizes each word so you can read aloud without skipping or tripping over words. If you're a fluent reader, you can concentrate on the ideas in your reading because you don't have to worry about what each word means or how to say it.

Fluency in reading does not come automatically. As with any new skill, it takes practice. The rewards are great, though. As you read more quickly and with better understanding, reading will become more fun, and assignments and tests will feel less challenging and easier to complete.

Do iT!

Follow these tips for reading fluency.

- **Read often!** The more, the better. Reading often will help you develop a good **sight vocabulary**—the ability to quickly recognize words.
- **Practice reading aloud.** Believe it or not, reading aloud does help you become a better silent reader.
 - Begin by reading aloud a short, interesting passage that is easy for you.
 - Reread the same passage aloud at least three times or until your reading sounds smooth. Make your reading sound like you are speaking to a friend.
 - Then move on to a longer passage or a slightly more difficult one.

Reading for a Reason

Why are you reading that paperback mystery? What do you hope to get from your science textbook? And are you going to read either of these books in the same way that you read a restaurant menu? The point is, you read for different reasons. The mystery may be for entertainment or escape, the science text for knowledge, and the menu for choosing a sandwich. The reason you're reading something helps you decide on the reading strategies you use with a text. In other words, how you read will depend on why you're reading.

Knowing Your Reason for Reading

In school and in life, you'll have many reasons for reading, and those reasons will lead you to a wide range of materials. For example,

- **To learn and understand new information,** you might read news magazines, textbooks, news on the Internet, books about your favorite pastime, encyclopedia articles, primary and secondary sources for a school report, instructions on how to use a calling card, or directions for a standardized test.
- **To find specific information,** you might look at the sports section for the score of last night's game, a notice on where to register for a field trip, weather reports, bank statements, or television listings.
- **To be entertained,** you might read your favorite magazine, e-mails or letters from friends, the Sunday comics, or even novels, short stories, plays, or poems!

Adjusting How Fast You Read

How quickly or how carefully you should read a text depends on your purpose for reading it. Because there are many reasons and ways to read, think about your purpose and choose a strategy that works best. Try out these strategies:

- **Scanning** means quickly running your eyes over the material, looking for **key words or phrases** that point to the information you're looking for. Scan when you need to find a particular piece or type of information. For example, you might scan a newspaper for movie show times or an encyclopedia article for facts to include in a research report.
- **Skimming** means quickly reading a piece of writing to **find its main idea** or to **get a general overview** of it. For example, you might skim the sports section of the daily newspaper to find out how your favorite teams are doing. Or you might skim a chapter in your science book to prepare for a test.
- **Careful reading** involves **reading slowly and paying attention** with a purpose in mind. Read carefully when you're learning new concepts, following complicated directions, or preparing to explain information to someone else. You definitely should read carefully when you're studying a textbook to prepare for class. But you might also use this strategy when you're reading a mystery story and don't want to miss any details. Below are some tips you can use to help you read more carefully.
 - Take breaks** when you need them. There's no point in reading when you're sleepy.
 - Take notes** as you read. Write in your book if it's OK or use a notebook or sticky notes on the pages. Your notes may be just words or phrases that will jog your memory when you need to review. If you use a notebook, write page numbers from the book in the margin of your notes. That way you can quickly find the original material later if you need it.
 - Make graphic organizers** to help you organize the information from your reading. These can help you sort out ideas, clear up difficult passages, and remember important points. For example, **webs** can show a main idea and supporting details. A **flowchart** can help you keep track of events in a sequence. A **Venn diagram**, made up of overlapping circles, can help you organize how two characters, ideas, or events are alike and different.
 - Review material** before stopping. Even a short review will help you remember what you've read. Try rereading difficult passages. They will be much easier to understand the second time.

Becoming Engaged

No, it's not what you're thinking. In reading, *engagement* means something different from planning to get married. It means relating to what you're reading in a way that makes it meaningful to you. It means finding links between the text you're reading and your own life. As you begin to read something, be ready to become engaged with the text. Then as you

read, react to the text and relate it to your own experience. Your reading will be much more interesting, and you'll find it easier to understand and remember what you read.

Here are two useful strategies for engaging with the text.

Connect

You will become more involved with your reading and remember events, characters, and ideas better if you relate what you're reading to your own life. Connecting is finding the links between what you read and your own experience.

ASK YOURSELF

Have I been to places similar to the **setting** described by this writer?

What **experiences** have I had that compare or contrast with what I am reading?

What **opinions** do I already have about this topic?

What **characters** from life or literature remind me of the characters or narrator in the selection?

Respond

Enjoy what you read and make it your own by responding to what's going on in the text. Think about and express what you like or don't like, what you find boring or interesting. What surprises you, entertains you, scares you, makes you angry, makes you sad, or makes you laugh out loud? The relationship between you and what you're reading is personal, so react in a personal way.

Understanding What You Read

Reading without understanding is like trying to drive a car on an empty gas tank. You can go through all the motions, but you won't get anywhere! Fortunately, there are techniques you can use to help you concentrate on and understand what you read. Skilled readers adopt a number of strategies before, during, and after reading to make sure they understand what they read.

Previewing

If you were making a preview for a movie, you would want to let your audience know what the movie is like. When you preview a piece of writing, you're treating yourself like that movie audience. You're trying to get an idea about that piece of writing. If you know what to expect before reading, you will have an easier time understanding ideas and relationships. Follow these steps to preview your reading assignments.

Do iT!

1. **Look** at the title and any illustrations that are included.
2. **Read** headings, subheadings, and anything in bold letters.
3. **Skim** over the passage to see how it is organized. Is it divided into many parts? Is it a long poem or short story? Don't forget to look at the graphics—pictures, maps, or diagrams.
4. **Set a purpose** for your reading. Are you reading to learn something new? Are you reading to find specific information?

Using What You Know

Believe it or not, you already know quite a bit about what you're going to read. You don't know the plot or the information, of course, but keep in mind that you bring knowledge and unique personal experience to a selection. Drawing on your own background is called **activating prior knowledge**, and it can help you create meaning in what you read. Ask yourself, What do I already know about this topic? What do I know about related topics?

Predicting

You don't need a crystal ball to make **predictions** when you read. The predictions don't even have to be accurate! What's important is that you get involved in your reading from the moment you turn to page one. Take educated guesses before and during your reading about what might happen in the story.

TRY THIS

1. Use your prior knowledge and the information you gathered in your preview to predict what you will learn or what might happen in a selection. Will the hero ever get home? Did the butler do it?
2. As you read on, you may find that your prediction was way off base. Don't worry. Just adjust your prediction and go on reading.
3. Afterwards, check to see how accurate your predictions were. You don't have to keep score. By getting yourself involved in a narrative, you always end up a winner.

Visualizing

Creating pictures in your mind as you read—called visualizing—is a powerful aid to understanding. As you read, set up a movie theater in your imagination. Imagine what a character looks like. Picture the setting—city streets, the desert, or the surface of the Moon. When reading nonfiction, you can picture the steps in a process or the evidence that an author wants you to consider. If you can visualize what you read, selections will be more vivid, and you'll recall them better later on.

Identifying Sequence

When you discover the logical order of events or ideas, you are identifying sequence. Are you reading a story that takes place in chronological, or time, order? Do you need to understand step-by-step directions? Are you reading a persuasive speech with the reasons listed in order of importance? Look for clues and signal words that will help you find the way information is organized. You'll understand and remember the information better when you know the organization the author has used.

Determining the Main Idea

When you look for the main idea of a selection, you look for the most important idea. The examples, reasons, or details that further explain the main idea are called supporting details. Some main ideas are clearly stated within a passage—often in the first sentence of a paragraph, or sometimes in the last sentence of a passage. Other times, an author doesn't directly state the main idea but provides details that help readers figure out what the main idea is.

ASK YOURSELF

- What is each sentence about?
- Is there one sentence that tells about the whole passage or that is more important than the others?
- What main idea do the supporting details point out?

Questioning

Keep up a conversation with yourself as you read by **asking questions** about the text. Feel free to question anything! Ask about the importance of the information you're reading. Ask how one event relates to another or why a character acts a certain way. Ask yourself if you understand what you just read. As you answer your own questions, you're making sure that you understand what's going on.

Clarifying

Clear up, or **clarify**, confusing or difficult passages as you read. When you realize you don't understand something, try these techniques to help you clarify the ideas.

- Reread the confusing parts slowly and carefully.
- Diagram relationships between ideas.
- Look up unfamiliar words.
- Simply "talk out" the part to yourself.

Then read the passage once more. The second time through is often much easier and more informative.

Reviewing

You probably **review** in school every day in one class or another. You review what you learned the day before so the ideas stick in your mind. Reviewing when you read does the same thing. Take time now and then to pause and review what you've read. Think about the main ideas and reorganize them for yourself so you can recall them later. Filling in study aids such as graphic organizers, notes, or outlines can help you to review.

Monitoring Your Comprehension

Who's checking up on you when you read? You are! There's no teacher standing by to ask questions or to make sure that you're paying attention. As a reader, you are both the teacher and the student. It's up to you to make sure you accomplish a reader's most important task: understanding the material. As you read, check your understanding by using the following strategies.

- **Summarize** Sum up what you read by pausing from time to time and telling yourself the main ideas of what you've just read. When you summarize, include only the main ideas of a selection and only the useful supporting details. Answer the questions *Who? What? Where? When? Why?* and *How?* Summarizing tests your comprehension by encouraging you to clarify key points in your own words.
- **Paraphrase** Sometimes you read something that you "sort of" understand, but not quite. Use paraphrasing as a test to see whether you really got the point. **Paraphrasing** is retelling something in your own words. So shut the book and try putting what you've just read into your own words. If you can't explain it clearly, you should probably have another look at the text.

Thinking About Your Reading

You've engaged with the text and used helpful reading strategies to understand what you've read. But is that all there is to it? Not always. Sometimes it's important to think more deeply about what you've read so you can get the most out of what the author says. These critical thinking skills will help you go beyond what the words say and get at the important messages of your reading.

Interpreting

When you listen to your best friend talk, you don't just hear the words he or she says. You also watch your friend, listen to the tone of voice, and use what you already know about that person to put meaning to the words. In doing so, you are making meaning from what your friend says by using what you understand. You are interpreting what your friend says.

Readers do the same thing when they interpret as they read. **Interpreting** is more than just understanding the facts or story line you read. It's asking yourself, What's the writer *really* saying here? and then using what you know about the world to help answer that question. When you interpret as you read, you come to a much better understanding of the work—and possibly also of yourself.

Inferring

You may not realize it, but you infer, or make inferences, every day. Here's an example: You run to the bus stop a little later than usual. There's no one there. "I've missed the bus," you say to yourself. You may be wrong, but that's the way our minds work. We look at the evidence (you're late; no one's there) and come to a conclusion (you've missed the bus).

When you read, you go through exactly the same process because writers don't always directly state what they want you to understand. By providing clues and interesting details, they suggest certain information. Whenever you combine those clues with your own background and knowledge, you are making an inference. An **inference** involves using your thinking and experience to come up with an idea based on what an author implies or suggests. In reading, you **infer** when you use context clues and your own knowledge to figure out the author's meaning.

Drawing Conclusions

Skillful readers are always **drawing conclusions**, or figuring out much more than an author says directly. The process is a little like a detective solving a mystery. You combine information and evidence that the author provides to come up with a statement about the topic, about a character, or about anything else in the work. Drawing conclusions helps you find connections between ideas and events and helps you have a better understanding of what you're reading.

Analyzing

Analyzing, or looking at separate parts of something to understand the entire piece, is a way to think critically about written work.

- In analyzing **fiction**, for example, you might look at the characters' values, events in the plot, and the author's style to figure out the story's theme.
- In analyzing persuasive **nonfiction**, you might look at the writer's reasons to see if they actually support the main point of the argument.
- In analyzing **informational text**, you might look at how the ideas are organized to see what's most important.

Distinguishing Fact from Opinion

Distinguishing between fact and opinion is one of the most important reading skills you can learn. A **fact** is a statement that can be proved with supporting information. An **opinion**, on the other hand, is what a writer believes, on the basis of his or her personal viewpoint. Writers can support their opinions with facts, but an opinion is something that cannot be proved.

FOR EXAMPLE

Look at the following examples of fact and opinion.

Fact: *New York State produces fruits and other agricultural products.*

Opinion: *New York is a wonderful place for a vacation.*

You could prove that fruits and other agricultural products are grown in New York. It's a fact. However, not everyone might agree that New York State is a great vacation site. That's someone's opinion.

As you examine information, always ask yourself, Is this a fact or an opinion? Don't think that opinions are always bad. Very often they are just what you want. You read editorials and essays for their authors' opinions. Reviews of books, movies, plays, and CDs can help you decide whether to spend your time and money on something. It's when opinions are based on faulty reasoning or prejudice or when they are stated as facts that they become troublesome.

Evaluating

When you form an opinion or make a judgment about something you're reading, you are **evaluating**. If you're reading informational texts or something on the Internet, it's important to evaluate how qualified the author is to be writing about the topic and how reliable the information is that's presented. Ask yourself whether the author seems biased, whether the information is one-sided, and whether the argument presented is logical.

If you're reading fiction, evaluate the author's style or ask yourself questions such as whether a character is interesting or dull, whether events in the plot are believable or unrealistic, and whether the author's message makes sense. Learning to evaluate what you're reading helps make you a smart and sensible reader.

Synthesizing

When you **synthesize**, you combine ideas (maybe even from different sources) to come up with something new. It may be a new understanding of an important idea or a new way of combining and presenting information. Many readers enjoy taking ideas from their reading and combining them with what they already know to come to new understandings. For example, you might read a manual on coaching soccer, combine that information with your own experiences playing soccer, and come up with a winning plan for coaching your sister's team this spring.

Understanding Text Structure

What do you think of when you hear the word *structure*? Probably something that you can see, like a house or a bridge. But writing has structure too. After all, good writers don't just throw sentences and paragraphs together in any order. Writers organize each piece of their writing in a specific way for a specific purpose. That pattern of organization is called text structure. When you know the text structure of a selection, you'll find it easier to locate and recall an author's ideas. Here are four ways that writers organize text, along with some signal words and phrases containing clues to help you identify their methods.

Comparison and Contrast

Comparison-and-contrast structure shows the similarities and differences between people, things, and ideas. Maybe you've overheard someone at school say something like "She's way more popular than I am, but I've got cooler friends." This student is using comparison-and-contrast structure. When writers use comparison-and-contrast structure, often they want to show you how things that seem alike are different or how things that seem different are alike.

- **Signal words and phrases:** *similarly, on the one hand, on the other hand, in contrast to, but, however*

Example: *That day had been the best and worst of her life. **On the one hand**, the tornado had destroyed her home. **On the other hand**, she and her family were safe. Her face was full of cuts and bruises, **but** she smiled at the little girl on her lap.*

Cause and Effect

Just about everything that happens in life is the cause or the effect of some other event or action. Sometimes what happens is pretty minor: You don't look when you're pouring milk (cause); you spill milk on the table (effect). Sometimes it's a little more serious: You don't look at your math book before the big test (cause); you mess up on the test (effect).

Writers use cause-and-effect structure to explore the reasons for something happening and to examine the results of previous events. Put a little more simply, this structure helps answer the question that everybody is always asking: *Why?* A scientist might explain why the rain falls. A sports writer might explain why a team is doing badly. A historian might tell us why an empire rose and fell. Cause-and-effect structure is all about explaining things.

- **Signal words and phrases:** *so, because, as a result, therefore, for the following reasons*

Example: *The blizzard raged for twelve hours. **Because of** the heavy snow, the streets were clogged within an hour of being plowed. **As a result**, the city was at a standstill. Of course, we had no school that day, **so** we went sledding!*

Problem and Solution

How did scientists overcome the difficulty of getting a person to the Moon? How can our team win the pennant this year? How will I brush my teeth when I've forgotten my toothpaste? These questions may be very different in importance, but they have one thing in common: Each identifies a problem and asks how to solve it. Problems and solutions are part of what makes life interesting.

With so many problems to solve, it's no wonder that writers often examine how conflicts or obstacles are overcome. By organizing their texts around that important question-word *how*, authors state the problem and suggest a solution. Sometimes they suggest many solutions. Of course, it's for you to decide if they're right.

- **Signal words and phrases:** *how, help, problem, obstruction, difficulty, need, attempt, have to, must*

Example: *A major **difficulty** in learning to drive a car with a standard shift is starting on hills. Students **need** to practice starting slowly and smoothly on a level surface before they graduate to slopes. Observing an experienced driver perform the maneuver will also **help**.*

Sequence

Consider these requests: Tell us what happened at the picnic. Describe your favorite CD cover. Identify the causes of the Civil War. Three very different instructions, aren't they? Well, yes and no. They are certainly about different subjects. But they all involve sequence, the order in which thoughts are arranged. Take a look at three common forms of sequencing.

- **Chronological order** refers to the order in which events take place. First you wake up; next you have breakfast; then you go to school. Those events don't make much sense in any other order. Whether you are explaining how to wash the car, giving directions to a friend's house, or telling your favorite joke, the world would be a confusing place if people didn't organize their ideas in chronological order. Look for signal words such as *first, next, then, later, and finally*.

- **Spatial order** tells you the order in which to look at objects. For example, take a look at this description of an ice cream sundae: *At the bottom of the dish are two scoops of vanilla. The scoops are covered with fudge and topped with whipped cream and a cherry.* Your eyes follow the sundae from the bottom to the top. Spatial order is important in descriptive writing because it helps you as a reader to see an image the way the author does. Signal words include *above, below, behind,* and *next to*.
- **Order of importance** is going from most important to least important or the other way around. For example, a typical news article has a most-to-least-important structure. Readers who don't have the time to read the entire article can at least learn the main idea by reading the first few paragraphs. Signal words include *principal, central, important,* and *fundamental*.

Reading for Research

An important part of doing research is knowing how to get information from a wide variety of sources. The following skills will help you when you have a research assignment for a class or when you want information about a topic outside of school.

Reading Text Features

Researching a topic is not only about asking questions. It's about finding answers. Textbooks, references, magazines, and other sources provide a variety of text features to help you find those answers quickly and efficiently.

CHECK IT OUT

- **Tables of contents** Look at the table of contents first to see whether a resource offers information you need.
- **Indexes** An index is an alphabetical listing of significant topics covered in a book. It is found in the back of a book.
- **Headings and subheadings** Headings often tell you what information is going to follow in the text you're reading. Subheadings allow you to narrow your search for information even further.
- **Graphic features** Photos, diagrams, maps, charts, graphs, and other graphic features can communicate large amounts of information at a glance.

Interpreting Graphic Aids

When you're researching a topic, be sure to read and interpret the graphic aids you find. **Graphic aids** explain information visually. When reading graphic aids, read the title first to see if you're likely to find information you want.

- **Reading a map** Maps are flat representations of land. A **compass rose** shows you directions—north, south, east, and west. A **legend** explains the map's symbols, and a **scale** shows you how the size of the map relates to the actual distances.
- **Reading a graph** A graph shows you how two or more things relate. Graphs can use circles, dots, bars, or lines. For example, on the front page of a newspaper you might see a weather graph that predicts how the temperatures for the next five days will rise and fall.
- **Reading a table** A table groups numbers or facts and puts them into categories so you can compare what is in each category. The categories are usually organized in rows or columns. Find the row that has the category you're looking for. Then read across to the column that has the information you need.

Organizing Information

When researching a topic, you can't stop after you've read your sources of information. You also have to make sense of that information, organize it, and put it all together in ways that will help you explain it to someone else. Here are some ways of doing just that.

- **Record** information from your research and keep track of your resources on note cards.
- **Summarize** information before you write it on a note card. That way you'll have the main ideas in your own words.
- **Outline ideas** so you can see how subtopics and supporting information will fit under the main ideas.
- **Make a table or graph** to compare items or categories of information.

Reading Consumer, Workplace, and Public Documents

Every day you come into contact with a wide variety of reading materials that affect your life in one way or another—from teaching you something new to showing you which exit to take off the highway or helping you choose laundry detergent. Here are some tips for dealing successfully with consumer, workplace, and public documents.

Following Technical Directions

Whether you are assembling a model airplane, installing a software program on your computer, or using a cookbook, you need to know how to follow written directions.

- Skim all of the directions to get an idea of how long and complicated the task might be. As you skim, check for diagrams, lists of parts, and glossaries of technical terms.
- Start with step 1. Don't skip steps to save time. If steps aren't clearly labeled, look for transition words such as *first*, *next*, and *finally*.
- If there are diagrams or pictures, use them to help you interpret the written instructions.
- If you have trouble understanding a step, look at the next step. The next step may help clarify the step you're on.

Interpreting Product Information

So, you've got money in your pocket and you want to shop. You want to be an informed shopper, so read about the products you're buying. Here are some tips to help you read to know what you're buying.

- **Look at the wording of product descriptions.** Manufacturers describe their products in a way that will appeal to you, the customer. Keep this in mind when you read product descriptions. Don't believe or be impressed by everything you read. Keep asking yourself, What real information is here? For example, a food product called "cheese-like" or "cheese flavored" may not contain real cheese.
- **Check special labels.** What are the contents or **ingredients** of a product? How do you **care** for it? What **warnings** should you be aware of? Answers to these questions appear on special tags or labels, often in small print.
- **Scan product warranties for limitations.** A product warranty typically guarantees two things: that the product is in good condition and that the manufacturer will repair or replace the product if the product isn't in good condition. Read carefully to see whether the warranty is limited or whether it lasts as long as you own the product.

Using Workplace Documents

Maybe you want to apply for a part-time job. Or maybe you have a job and are wondering what office e-mail requires a response. Here are some tips to help you interpret the documents you might see in the world of business.

- **Job application forms** In the near future, you will be old enough to have a work permit, and you may decide to apply for a part-time job. When filling out an application form, keep the following directions in mind.
 1. **Skim** the entire application to get a general idea of what information the employer is looking for.
 2. **Scan** section headings to identify which sections you fill out. Some sections may be optional. Other sections may be for the employer to fill out.
 3. **Read** carefully all the instructions before filling in any blanks.
- **Business memos** It is not too early to start learning the skills you'll need to read and interpret business memos. Business memos are used within a company as a way for employees to communicate with one another. On paper or as e-mail, a good memo will have the following information: the receiver's name, the sender's name, a subject title, and date. Memos that begin with *FYI* ("For Your Information") are telling you that you don't need to respond or perform any specific task. Memos containing questions usually do require your response.



Hot Words Journal

Use the following pages to create your personal Hot Words Journal—a sampling of the interesting or difficult words you circle as you read the selections in this book.

1. In each reading selection, choose words to include in your **Hot Words Journal**. Highlight or underline the sentence in which each word occurs.
2. On the following lines, list each word you've chosen under its selection title. Include the page number where the word occurs and a short definition.
3. Use a dictionary to check the word's meaning.

Hot Words Activities

Select a word from your Hot Words Journal and complete one of these activities or another vocabulary activity that your teacher suggests. Use a separate sheet of paper. Be sure to write down the activity prompts or questions as well as your responses.

Concept of Definition

Write the word.
What is it? (category)
What is it like? (properties)
What are some examples? (illustrations)

What It Is, What It Isn't (This activity works best with nouns and verbs)

Write the word and its definition.
What are some examples?
What are not some examples?
What are the main characteristics of this word?
What are not characteristics of this word?

Context Clues

Choose a word and write a sentence that includes the word and a context clue to help convey the word's meaning. Be sure to underline your word. Ask a partner to use the context clue in your sentence to define the underlined word. Some examples of context clues are synonyms, antonyms, examples, related ideas, and definitions.

Possible Sentence

Choose a word and confirm its definition in a dictionary. Then write a sentence using the word either correctly or incorrectly. Ask a partner to read your sentence and guess whether or not the sentence is "possible." Discuss your partner's response.

Word Web

Choose a word and confirm its definition in a dictionary. Then write the word in the center circle of a word web. List other related words in bubbles around the center circle. Use a dictionary or a thesaurus to help you.

Sentence Invention

Choose a word and copy the selection sentence where it occurred in this book. Then write another sentence of your own using the word. Underline your chosen word in both sentences.

My Hot Words

The Circuit

sharecropper

p. 5

a farmer who lives and farms on land owned by

someone else

The All-American Slurp

Shoes for Hector

The Southpaw

The Gold Cadillac

Dinner Together

My Hot Words

How soft a Caterpillar steps—

Daydreamers

April Rain Song

Why Dogs Are Tame

Wings

The End of the World

My Hot Words

Charlie and the Chocolate Factory (scenes 1–6)

Primary Lessons

Brother Wolf

Abd al-Rahman Ibrahima

from Volcano

The Bully Battle

My Hot Words

River Keepers Help Alaska's Salmon

Knock, knock. Who's there? An ivory-billed woodpecker?

Sister, brother find successful angle on life

Glencoe Literature Web Site

Pride of Possession Is Standard Equipment

What Is Climate?

My Hot Words

The Paleolithic Age

Making Circle Graphs

Mail Order Form

Savings Account Application

Camp Bus Schedule

Mall Map

Sending an E-mail

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Fiction, Poetry, Drama, and the Epic

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Nonfiction and Informational Text

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